DOCUMENT RESUME

ED 363 010 EA 025 396

TITLE	The Middle Matters: Transforming Education for Vermont's Young Adolescents.
INSTITUTION	Vermont State Dept. of Education, Montpelier.
PUB DATE	Dec 91
NOTE	89p.; Prepared by the Vermont Middle Grades Task Force.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Educational Environment; *Educational Objectives; Educational Quality; Elementary School Students; Institutional Evaluation; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; Self Evaluation (Groups); Student Development
IDENTIFIERS	Middle School Students; *Vermont

ABSTRACT

This document provides the direction for the development of middle grades (5-8) programs in all Vermont schools. A mission statement identifies the means through which the purpose of young-adolescent education can be achieved. Goals for students and a scenario depicting a responsive middle school follow. The next section outlines the conceptual frameworks, which provide definitions and criteria for the development and assessment of middle-grades programs. The following areas are addressed in depth: student-responsive curriculum and pedagogy; success-oriented learning environments; innovative assessment of students and programs; coordination of education, health, and social services; and home-school-community collaboration. Task force recommendations and sample forms and worksheets for school/program self-assessment are included. Finally, a resource guide describes innovative programs, consultants' services, and community organizations and lists print, video and audio resources (containing nearly 150 citations of materials). (LMI)

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The Middle Matters

ED 363 010

Transforming Education for Vermont's Young Adolescents

- Mission Statement
- Conceptual Frameworks
- Task Force Recommendations
- School/Program Self-Assessment
- Resource Guide

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The Vermont Middle Grades Task Force
December 1991

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Introduction

This document provides the direction for development of middle grades (5-8) programs in all Vermont schools, no matter what their grade level configuration.

The Vermont Middle Grades Mission Statement clearly states the purpose for the education of young adolescents and identifies the means through which it may be accomplished.

The Conceptual Frameworks expand upon the mission statement by providing concrete definitions and criteria for the development of middle level programs in all Vermont schools which house one or more of the middle grades, 5-8. Together, the Conceptual Frameworks offer definition, description, and vision of what middle level education in Vermont must be.

Strategies for leveraging necessary change are identified at the end of the document in the form of recommendations from the Vermont Middle Grades Task Force.

The School/Program Self-Assessment Materials are abstracted directly from the Conceptual Frameworks. These can be used by schools to identify strengths and to determine areas in need of action planning for change.

The Resource Guide provides examples of existing programs and practices in Vermont and elsewhere that address one or more of the criteria included in the Conceptual Frameworks. This guide also includes the following:

- Community resources and local organizations;
- Course and workshop leaders and their areas of expertise;
- A comprehensive bibliography of print, video, and audio resources.

The Task Force is indebted to the Vermont Department of Education and the Carnegie Corporation of New York for their generous support and, as well, to the many Vermonters who provided feedback along the way.

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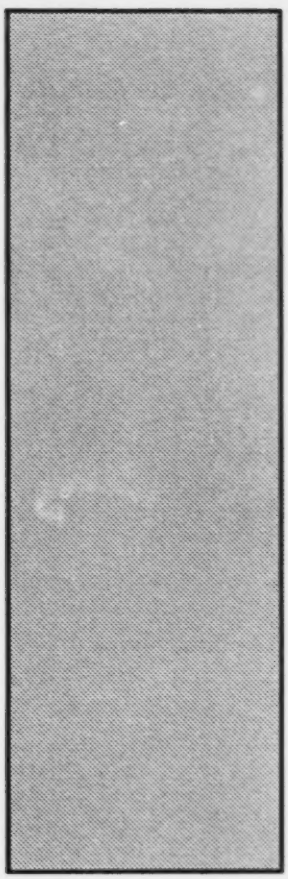
Vermont Middle Grades Mission Statement



Early adolescence is a critical turning point in all children's lives. The goal of middle level education in Vermont is to ensure that every young adolescent be:

- **Intellectually reflective.**
- **Competent.**
- **Caring and ethical.**
- **Productive.**
- **Responsible.**
- **Healthy.**
- **Committed to learning throughout life.**

Therefore, we Vermonters must acknowledge and respond to the significant developmental changes of early adolescence. The mission of Vermont middle level education is to provide:

- **Student-responsive curriculum and pedagogy.**
- **Success-oriented learning environments.**
- **Innovative assessment of students and programs.**
- **Coordination of education/health/social services.**
- **Home-school-community collaboration.**

Middle grade schools -- junior high, intermediate, and middle schools -- are potentially society's most powerful force to capture millions of youth adrift and help every young person thrive during early adolescence.

Turning Points, 1989

Goals for Students

Below are the goals of education for young adolescents in all Vermont schools. Following each goal, characteristics which collectively indicate achievement of the goal are listed. Middle level programs will be considered successful when students demonstrate the following:

Every Vermont young adolescent will be intellectually reflective.

- Describe how s/he learns best.
- Assess the extent to which s/he understands.
- Evaluate how well s/he is meeting expectations.
- See relationships between ideas.
- Ask "what-if" and "suppose-that" questions.
- Inquire, associate and synthesize across subjects.

Every Vermont young adolescent will be competent.

- Believe s/he is successful.
- Identify personal strengths, talents, interests, weaknesses and barriers.
- Try things s/he doesn't think s/he can do.
- Be very good at something (academic or extracurricular; vocational or avocational, community or familial)
- Question, use, and elaborate upon information.
- Write effectively.
- Speak clearly and listen actively.
- Read for pleasure and to access information.
- Think mathematically to solve problems.
- Use scientific concepts, processes, and ways of thinking for individual and social purposes.
- Be increasingly aware of career and occupation options and prerequisites.
- Use the arts as a medium of expression.
- Use technological tools to facilitate learning tasks.

Every Vermont young adolescent will be caring and ethical.

- Articulate own attitudes and values and know how these are influenced.
- See self as a valued member of a group.
- Recognize the difference between good and bad and act upon the conclusions reached.
- Engage in sustained service to others.
- Appreciate individual differences.
- Be honest.
- Be tolerant.
- Formulate and nurture friendships with peers.

Every Vermont young adolescent will be responsible and productive.

- Make responsible decisions.
- Accept responsibility for own actions.
- Take action to shape surrounding events.
- Be a responsible consumer.
- Help determine the nature and character of his/her own school community.
- Make tangible contributions to the school and community.
- Demonstrate in his/her actions principles of democracy, citizenship, and a global perspective.

Every Vermont young adolescent will be healthy.

- Be physically and emotionally fit.
- Possess a positive self image.
- Possess knowledge, skills, and attitudes to practice appropriate health behaviors.
- Recognize appropriate ways to create and maintain a healthy community.

Every Vermont young adolescent will be committed to learning throughout life.

- Ask questions.
- Find problems and propose solutions.
- Pursue, develop, and share expertise in areas of personal interest.

Scenario: A Responsive Middle Level School

The school described below reflects the values and approaches of a community seeking to cultivate the enormous potential of its young adolescent citizens. The school is fictitious, but it includes many practices already existing in selected Vermont schools. And while this example is not intended to be a model, every school in our state which serves young adolescents can emulate the underlying values and principles reflected in this scenario. Vision, clear planning, and commitment of spirit and energy to elements of this documentt's conceptual frameworks will bring us the successes our children deserve.

The visitor to an exemplary Vermont middle level school discovers a welcoming environment. Not only are the buildings and grounds clean and well-maintained, but children's work is featured everywhere on bulletin boards, shelves, and display tables. The school day begins with numerous groups of eight to ten students and an adult scattered in rooms and offices all over the school -- wherever space allows a modicum of privacy. Group conversations address a wide variety of issues: getting together after school to watch a soccer game, an upcoming test, collecting permission slips for a field trip, scheduling individual academic conference times with the teacher, and personal anecdotes. These "Teacher Advisory" groups (TAs) serve as the school's most basic organizational unit, and they accomplish many of the administrative details and much of the communication needed between adults and children, school and home.

As the TAs conclude, teachers and students move to their respective team areas -- sections of the building designated as home bases for each of the school's four teams. The visitor joins members of the Harmony Team in their space -- four classrooms, an office, and a hallway where the walls are decorated with a logo of musical notes painted in primary colors. Several students wear tee shirts bearing the logo and the team motto, "We make beautiful music together." Others have books enclosed in multi-colored covers emblazoned with "Harmony Team."

A meeting of the 65 sixth and seventh graders commences, called to order by two student moderators. The agenda for the next five minutes consists of an invitation by members of the Geography Tournament Committee to sign up for that event, plus questions from several students about the tourney rules; an activity report by the student chair of the Student Mediation Committee; a request from a teacher for volunteer proofreaders for the team newsletter, *Symphony*. The chairperson of Harmony's Parent Advisory Council recruits

volunteers for the team bottle drive on Saturday. The drive raises funds for Habitat for Humanity, a community service project adopted by Harmony. Two high school boys arrive as the meeting adjourns.

During the next hour, the visitor observes that every student is engaged in studying mathematics in one of five groups. The high school boys work with the largest group of 30 kids under the supervision of a teacher, and the other two teachers shift back and forth among the remaining smaller groups in adjoining rooms. Students work on several different mathematics topics with classmates of commensurate need and achievement. Group sizes vary from five doing an algebra problem on computers to 11 students doing metric measures of the classroom. Although only one of the teachers on the team is a specialist in mathematics, her two colleagues also teach the subject at the same time under her supervision. This arrangement permits use of the Joplin Plan to group students for the math curriculum -- the most sequential course of study in the school. This hour is also the only portion of the school day during which students are grouped according to degrees of academic achievement.

As math ends and the two high school boys leave for their own classes, Prime Time begins. On this particular day it fills the remaining two hours of the morning before lunch break. Students had already made individual schedules the previous afternoon, and roughly half of them join the group sessions led by teachers and scheduled to begin immediately: a writing laboratory focusing on sonnets; an astronomy class exploring the Northern Lights; an introduction to a computer program about immigration that also employs laser disk technology. A local gentleman who is a veteran of World War II has arrived to work with a group of eight students studying the geography of Western Europe. Five students leave with a parent to spend the morning at the local newspaper as part of their journalism project. A few students retrieve work in progress from their portfolios, while others working in pairs or alone resume work on projects already underway and stored on shelves. Students go about their work purposefully, and the tone is congenial.

At different moments in the first hour of Prime Time, adult-led groups adjourn, and a new series of meetings is announced: the Dickens Book Group and the Community Study are group studies already well-underway. Today is the first meeting, however, of a new choice project: an interdisciplinary unit titled, "Machines and Technology." Students join groups they have selected. Some of them join groups as assigned by their teachers.

With fifteen minutes left in Prime Time, one of the teachers calls, "Time!" and students log their work in portfolios and store their materials in cubbies before heading for the school dining room. There have been countless interactions among kids and between them and their teachers as they have worked through the morning. The visitor follows the team as they walk casually to lunch, chatting about the incalculable things that are important to them.

Lunch is served family style at tables covered with cloths made last year under the direction of senior citizen volunteers who, along with parents and other community members, offer exploratory mini-courses two afternoons each week. As dishes of tasty, heart-healthy food are passed around and dished out, many of the students talk about their preparations for this evening's Technology Exhibition, an annual event for which parents and community members have served as consultants and at which they document students' science and technology accomplishments.

After lunch, Harmony students head off to elective offerings in physical education, fine arts, and living arts. The visitor joins Harmony Team teachers as the team leader calls their daily team meeting to order and distributes copies of the day's agenda. Today the school's Health Coordinator visits to bring them up to date on a few of their students who are receiving the services of a community counseling agency. She also solicits the teachers' reactions to a handout she plans to distribute next week in a parent workshop about early adolescent sexuality. Upon completing this exchange, Harmony's teachers turn to planning for an upcoming interdisciplinary unit, "Collections." The meeting concludes with an exchange of ideas about innovative assessment techniques taken from a recent conference sponsored by the Vermont Association for Middle Level Education. The team scribe has recorded every item of importance and each decision in the team notebook. The visitor is struck by the teachers' professionalism and the efficiency of their team organization.

The education taking place in the Harmony Team reflects a functioning balance between teacher directed studies and student initiatives. The remaining three teams in the school, "Diversity," "Unity," and "Serendipity" maintain this same balance, though each is unique in terms of units of study undertaken, daily schedules, and a variety of implementation strategies. The aura is one of personal responsibility and accountability. Students talk when they have something pertinent to ask or say, and they leave the classrooms to use the library or rest rooms as they need to, just as the adults in the school do. The

same qualities of purposefulness and seriousness ordinarily associated with mature adults are characteristics of these students as they attend to their work. The visitor leaves with a new realization about the potential for learning and responsibility of young adolescent students whose personal and collective needs are being addressed though responsive school programs.

Conceptual Frameworks

The Conceptual Frameworks which follow provide definitions and criteria for development and assessment of middle grades programs (grades 5-8) throughout Vermont. The following areas are addressed in depth:

- Student-Responsive Curriculum and Pedagogy;
- Success-Oriented Learning Environments;
- Innovative Assessment of Students and Programs;
- Coordination of Education, Health, and Social Services; and
- Home-School-Community Collaboration.

These criteria and definitions apply to programs in all Vermont schools housing one or more of the middle grades (5, 6, 7, and/or 8) no matter what the grade level configuration of the school (K-6, K-8, 7-12, K-12, 5-8, etc.).

Early Adolescence: A Critical Turning Point in All Children's Lives

Early adolescence is a critical turning point in all children's lives. Students ages 10 to 14 undergo physical, cognitive, social and emotional growth more rapid than at any time in life save infancy.

Intellectual Characteristics

Middle level students **display a wide range of individual intellectual development** as their minds experience transition from the concrete reasoning state to the state of abstract thought. "5 percent of 11-year olds, 12 percent of 12-year-olds, 20 percent of 13-year-olds, and 24 percent of 14-year-olds can actually do formal (abstract) thinking at those respective ages" (Toepfer, 1988). Most early adolescents are concrete thinkers most of the time. Therefore, they learn best when skills are practiced around a concrete, visible, memorable activities or real experiments, because skills and concepts thus learned can be remembered from a tangible context. (National Center for Improving Science Education, 1990).

Middle level students are **intensely curious**. They have a strong desire to *know*, and given the opportunity, they will voraciously pursue their own questions and interests.

Physical Characteristics

Middle level students experience **accelerated physical development** marked by a **wide range of individual differences** with regard to rates and timing of increases in weight, height, heart size, lung capacity and muscular strength, as well as sexual development. Variation among individuals of the same age and grade level may be as much as six inches or more in height and 60 to 70 pounds, with most girls usually maturing two years earlier than most boys.

Bone growth may exceed muscle development, and this results in lack of coordination and awkwardness. Bones may lack protection of covering muscles and tendons, leading to discomfort when sitting for long periods of time or possible permanent injury as a result of engaging in contact sports.

Far too many young people will not make the passage through early adolescence successfully. Their basic human needs -- caring relationships with adults, guidance in facing sometimes

Emotional Characteristics

Chemical and hormonal imbalances can often trigger **strong emotions**, yet early adolescents are typically **optimistic and hopeful**. Middle level students are particularly **sensitive to criticism of personal shortcomings**, and they tend to believe that personal feelings, problems, and experiences are **unique to themselves**. Early adolescents often feel **self-conscious** and lack self-esteem. As they search for adult identity in the midst of intense peer relationships, they seek a conscious sense of personal uniqueness, "Who am I?"

Social Characteristics

Middle level students **need frequent affirmation** that significant adults, including parents and teachers, love and accept them. At the same time that early adolescents **challenge authority figures** and test limits of acceptable behavior, they are still strongly **dependent on parental values**. While they want to make their own choices, the values of the family are a critical factor in ultimate decisions.

At the same time, early adolescents are fiercely **loyal to peer group values**, and they often experience conflicting loyalties to peer groups and family. Feelings of adult rejection can drive the early adolescent into the relatively secure social environment of the peer group. Peers are important sources for standards and models of behavior, and media idols are also singularly important in shaping both behavior and fashion.

Middle level students are **impacted by the high level of mobility in society**. They may become anxious and disoriented when peer group ties are broken because of family relocation to other communities. They are typically confused and frightened by new school settings which are large and impersonal.

overwhelming biological and psychological changes, the security of belonging to constructive peer groups, and the perception of future opportunity -- go unmet in this critical stage of life.

Turning Points, 1989

Student-Responsive Curriculum and Pedagogy

Student-responsive

- Related to the concerns and interests of young adolescents.
- Based on the unique developmental characteristics of young adolescents.
- Built on young adolescents' prior experience and knowledge.

Curriculum

- Skills, concepts, knowledge, values and attitudes experienced and learned.

Pedagogy

- Arrangement and management of the learning environment
- Creation of learning experiences.
- Selection of instructional strategies and approaches.

Curriculum and pedagogy are so all encompassing that they can be seen as the total environment by which we structure our work and within which we work. Who our students are, what each of them needs, and the design and orchestration of the physical environment in which they work are inextricably bound together. To meet the diversity of needs and interests of young adolescents, we must take a diverse approach to curriculum design and development which ensures exploration as well as mastery.

What Curriculum for Middle Grades Students Should Look Like

It is not within the domain of these conceptual frameworks to prescribe content. That is the prerogative of teachers, administrators, and school boards, as well as the State's Core Curriculum project. What this document provides is a framework to be considered before undertaking design of middle grades curriculum. It is a framework which allows us to ask questions as professional curriculum designers and to monitor our curricular decisions and assess whether we are designing and implementing curriculum which allows every young adolescent to be an intellectually reflective, competent, caring and ethical, productive, responsible and healthy individual who is committed to learning throughout life. This conceptual framework incorporates the developmental nature and needs of young adolescents, a model of curriculum development, and what it means to be empowered as learners and teachers.

Developmental Nature and Needs of Young Adolescents

Middle level curriculum must respond to the natural developmental changes occurring during the years of early adolescence (10-14 year olds). These changes reflect:

- transformations which occur in young adolescents' thinking and learning abilities;
- needs of young adolescents to have their questions and priorities addressed ;
- shifting personal and social needs and agendas;
- the need to understand their communities and larger world and the role they can play as productive citizens.

Compelling Curriculum Questions

Once we have acknowledged that these needs do exist in varying ways in every young adolescent, we are forced to face some compelling questions about the curriculum we explore with our students.

- How do we meet the varied thinking and problem solving abilities of all our students?
- How do we help students arrive at their own questions and then set about ways to explore answers to these questions?
- How do we acknowledge the importance of our students' own personal needs and incorporate these into our curriculum?
- How do we encourage our students to know their communities and the larger world in ways which help them understand their own roles in those worlds?

These questions are not easy ones to answer, by traditional standards. They suggest a curriculum whose content may not be easily identified or prescribed. Of necessity, we must look to a more expansive model of curriculum design which is appropriate to developmental diversity.

Interdisciplinary/Integrated Curriculum Design Framework

An interdisciplinary/integrated approach to curriculum design is a model which permits and encourages teachers to address students' questions within a meaningful context. This model values what students want to know and learn and provides them with a meaningful, thought-provoking context in which to develop their curiosity and explore knowledge.

In interdisciplinary teaching and learning, two or more disciplines become the vehicle for exploring skills, concepts, and content. Integrated instruction means students explore topics through all pertinent disciplines, ensuring diverse ways of learning and knowing. This model also speaks to a thematic approach to instruction in which themes are generated through student and teacher collaborations.

Learner Empowerment

This interdisciplinary/integrated model of learning and teaching values and promotes learner empowerment. It means that learners are challenged to ask questions on a regular basis and assess where they are in the learning process. As a learner, one reflects on the following:

- What do I already know about 'x'?
- What more do I want to know?
- How can I make connections between what I know and what I'm learning?

Designing curriculum which empowers learners demands that we recognize options for our students and provide them with choices about what they learn and when they learn it. It also means that students can take a diverse approach to how they demonstrate their knowledge. The question for educators then becomes, "How do I design curriculum so that students learn what they want to know and what others need them to know, know what they learn, and place this within a meaningful, thought-provoking context?

A curriculum which empowers learners celebrates the success of each and every student. Goals and standards of excellence are developmentally appropriate, and at the same time, each student realizes his/her own personal efficacy.

Teacher Decision Making

Because they know their students best, teachers should play a significant role in designing the content of the curriculum. Those decisions must focus on the developmental needs of students while at the same time incorporating the needs and wishes of the larger school community. Questions about the content of the curriculum, however, cannot be separated from how the curriculum is delivered. Pedagogy -- how we teach what we teach -- must naturally be considered along with what we teach. Teachers have as much power in the learning and teaching process as they demonstrate by the pedagogical questions they ask.

- Which themes will best meet the needs of my students?
- What are my options for assessment?
- How should these themes be integrated within and across other disciplines?
- When is it best to use large, small, one-to-one, individual, or cooperative groupings?
- At what point does covering future topics result in learning more?
- When do we move on?
- How and when do I allow my students to exercise their choices and options?

Teacher as Coach and Facilitator

The teacher facilitates students' learning, as opposed to merely delivering information. Through the use of reflective thinking and attention to the compelling questions raised above, the teacher coaches students through the learning and discovery process. This represents a different model from a more traditional approach to curriculum presentation -- it is a model which empowers professional educators. Too, it is a model that demands accountability, demonstration that we are providing learning opportunities which cause our students to become intellectually reflective, competent, caring and ethical, productive, responsible and healthy individuals who are committed to learning throughout life.

Success-Oriented Learning Environments

Success-oriented learning environments are defined by particular structures, organizational features, practices and commitments which facilitate the healthy growth and development of early adolescent students in Vermont schools. No matter what the grade-level configuration of the school (5-8, K-12, K-6, 7-12, etc.), it is desirable to create a success-oriented learning environment for the middle level experience through the following:

- Interdisciplinary teaming.
- Advisory groups.
- Flexible scheduling.
- Flexible grouping.
- Shared governance.
- Staff members prepared and committed to work at the middle level.
- Philosophical commitment and support by the school district.

These are not ends in themselves. Rather they are proven means to support implementation of student-responsive curriculum and pedagogy, innovative assessment of students and programs, coordination of education/health/social services, and home-school-community collaboration to ensure that every young adolescent can be intellectually reflective, competent, caring and ethical, productive, responsible, healthy, and committed to learning throughout life.

Interdisciplinary Teaming

Students in the middle grades should be served by interdisciplinary teams of two or more teachers who share a common group of students for one or more years. This is an organization in which two or more classes of students are assigned to two or more teachers who, in small learning environments, share responsibility for planning, instruction, evaluation, and communication. Teams should be interdisciplinary to ensure coordination across all aspects of the core instructional program. Teams must have reasonable control over large blocks of time, and they should be provided with common team and individual planning time within the school day. Special areas teachers should be thoroughly integrated into the team organization.

Interdisciplinary teams typically conduct the following tasks collaboratively:

- Establish procedures for classroom management practices (i.e., rules and

regulations, homework, discipline, etc.)
- Develop policies and practices for student grouping within the team.
- Develop schedules and establish assignments that will provide equal opportunities for flexibility of time, group size, and teaching load for each of the teachers on the team.
- Plan and implement interdisciplinary units of study.
- Create uniform systems of assessment, evaluation, and (where required) grading.
- Design and implement procedures for communicating with and involving parents, the administration, special services providers and the community.

Advisory Groups

Every student should be well known by at least one adult in the school. Young adolescents need someone who they can count upon to be regularly available, to monitor their progress and intervene if necessary, and to offer support. Advisory programs offer consistency, support, and advocacy for every student.

There is no one set way to shape an advisory group program, yet such programs are characterized by essential components:

- One adult assigned as an advisor for every eight to fifteen students.
- Time for the advisor and advisees to meet on a regular basis, preferably daily.
- A commitment to helping young adolescents be successful in school by:
  --Connecting the child, the family, and the school.
  --Actively assisting the child in advocating for his/her own needs.
  --Fostering equal access to the experience of school for each child.
  --Monitoring the academic and social development of the child.
  --Assuring that the advisor is available to the child at prescribed times.

Numbers for advisory groups are kept low by having all certified staff participate as advisors. In some places, non-certified staff, parents, and/or community members serve as advisors as well, thus reducing advisory group numbers even further.

Flexible Scheduling

Daily schedules which allow large amounts of uninterrupted learning time for teams of teachers to work with students are needed in the middle grades. The schedule should be flexible and easily altered by teachers who need to make adjustments on any given day. Interdisciplinary teams should be given maximum control over how instructional time is allocated and used. The school schedule must reflect the school philosophy and must be considered as the most basic administrative instrument for translating philosophy into action.

Flexible Grouping

Flexible grouping is necessary to accommodate the needs and interests of diverse groups of students within a team or class. Teams and classes in the middle grades must be representative of a cross-section of the school population. Heterogeneous grouping contributes to a learning environment that recognizes student diversity and encourages all students to see themselves as learners, achievers, and important members of a positive group. On the other hand, tracking, permanent or long-term placement of students in groups determined on the basis of ability or achievement, results in limited program opportunities and reduces student diversity. **Tracking is not an acceptable grouping option in the middle grades.**

Flexible grouping implies that students are grouped and regrouped within teams and classes in order to accommodate particular student needs, interests, and learning goals at given points in time. Instruction should accommodate the ability levels, learning styles, and differing approaches to processing information of diverse groups in the classroom. Options include, but need not be limited to, the following:

- **Whole group** sessions for the purpose of explanation, introduction of activities, goal-setting, problem-solving, brainstorming, films, guest speakers, and the like.
- **Cooperative groups** to reinforce positive peer group values, enhance learning, and facilitate accomplishment of specified goals.
- **Interest groups** to promote joint investigation and activities related to a shared interest.
- **Needs-focused groups** to respond to and address common, identified skill needs and strengths through direct instruction in the form of mini-lessons and other appropriate means.

- **One-to-one partnering** in the form of tutoring and mentoring to address a wide range of needs from individual remediation and enrichment of basic skills to the development of self esteem and social skills.
- **Individualized study** to foster individual initiative, interests, and growth.

Shared Governance

The organization of the school contributes to a sense of ownership and commitment on the part of the people who work and learn there. Teams of teachers are empowered to make decisions about curriculum and instruction, classroom management, scheduling, and student services. Building governance committees of representative teachers, parents, support staff, students and/or community members participate in an advisory capacity to the principal in the decision making processes of the school with regard to such matters as school-wide goal setting, budget priorities, school climate, curriculum and instruction, staffing, staff development programs, discipline policies, student and program evaluation, and coordination of activities that occur within the school.

Staff Members Prepared and Committed to Work at the Middle Level

Middle level teachers and administrators need to be experts in teaching and working with young adolescents, and they should have a strong desire to work with this age group. Staffing for the middle level should be based on interest, expertise and commitment to working at that level. Expertise is needed in the following areas: 1) the nature and needs of early adolescents, 2) middle level curriculum and instruction, 3) middle level organizational features, and 4) a broad academic background, including minor concentrations in at least two academic areas at the undergraduate level. Specific competencies which address these four areas are clearly articulated in Vermont's Middle Grades Endorsement.

Teachers from grades K-4 and 9-12 should not re-assigned to the middle grades unless they possess the required expertise and commitment to teaching at this level.

On-going, high quality professional development opportunities for middle grades teachers must be provided in all regions of the state to address teachers needs and interests related to teaching at this level.

Philosophical Commitment and Support by the School District

The commitment to create middle level programs consistent with the criteria and definitions articulated in this document needs to be supported at all levels within the school district: central office, school boards, school building administration, teachers and support staff, parents and the community. Policies, practices, and budgets which reflect the middle grades philosophy and programs are needed if implementation is to be successful. These should include, but need not be limited to, support of the following:

- Professional development opportunities surrounding middle level issues for teachers and administrators.
- Policies which result in the elimination of tracking.
- Common planning time for teams of teachers.
- Recognition that the education of young adolescents requires specialized curricular and organizational support systems without which substantive reform efforts will be impossible to achieve.
- Staffing policies which lead to hiring of professionals who are expert in and committed to working with early adolescents.
- Student and program evaluation policies which focus on personal and social growth of early adolescents, in addition to academic performance.

Innovative Assessment of Students and Programs

The burden on each of us is to demonstrate that we are providing learning opportunities and a school environment which allow our young adolescent students to become intellectually reflective, competent, caring and ethical, productive, responsible, and healthy individuals who are committed to learning throughout life. These goals carry with them direct implications for assessment of students and programs at the middle level.

Innovative Assessment

Assessment practices have not kept pace with advances in instructional techniques and broadened goals for student experience, performance, and success. Many Vermont middle grades schools have relied heavily in the past on standardized achievement testing programs. Because these focus for the most part on a more narrow, tightly defined range of knowledge and skills than those emphasized in this document, they are, at best, of only limited use in the assessment of student learning and program assessment at the middle level.

Assessment exerts a powerful influence on middle level education and must be constructed and used in ways which promote the approaches, practices, and desired outcomes identified throughout this document. The more holistic view of early adolescent learners included in the Vermont Middle Grades Mission Statement and these Conceptual Frameworks requires new and innovative approaches to assessment which document that which we truly value in our students and our schools.

Assessment of Students

The purpose of student assessment is to improve student performance as intellectually reflective, competent, caring and ethical, productive, responsible and healthy individuals who are committed to learning throughout life. Assessment for this purpose is best integrated with instruction such that teachers can use the results in a diagnostic and formative way -- to alter instructional emphases and to respond to specific needs and strengths of individual students.

- Assessments should look and feel like the best learning-teaching activities, and should often be interwoven with them.
- Assessments should go to the heart of essential learnings, that is, they should require exhibition of understanding, dispositions, and abilities that matter.
- Assessments should be worth striving toward and practicing for.
- Assessments should strike teachers as worth the trouble.

- Assessments should involve higher order challenges.
- Assessments should establish performance-based criteria that let students know in a straightforward way what it means to do their schoolwork well.
- Assessments should address an expanded range of educational outcomes.
- Assessments should involve fewer tasks of greater depth and breadth.
- Assessments should involve complex, multi-dimensional tasks which cut across disciplinary lines.
- Assessments should "measure" what they purport to "measure."

Performance on such assessment tasks, in combination with systematic teacher observation of students, collection of student products, student self-assessment, and parent input, will enhance student performance across valued areas.

Assessment of Middle Level Programs

Program assessment identifies distinctive assets and accomplishments of individual schools in terms of student performance in all areas and points out practices in need of attention, change, and improvement. Approaches to program assessment send powerful messages about what curricular outcomes are truly valued. Three related aspects are central to assessment of middle level programs:

- **Assessment of inputs**: Are the financial, human, and material resources available which are needed to make possible realization of desired outputs?
- **Assessment of processes**: Are the specified and desirable experiences (student-responsive curriculum and pedagogy, success-oriented learning environments, innovative assessment of students and programs, coordination of education/health/social services, and home-school-community collaboration) provided which are needed in order for identified student outcomes to be achieved?
- **Assessment of outputs:** Are all students demonstrating high performance as intellectually reflective, competent, caring and ethical, productive, responsible, and healthy individuals committed to learning throughout life? Which students are not? Why not?

Assessment tools must be selected based on their ability to answer identified

evaluation questions. Numerous data collection tools are available. What is important is that the evaluation procedures selected be those most appropriate to answer the evaluation questions identified and that they be as unobtrusive as possible. Desirable characteristics of assessments listed in the student assessment section of this document are equally applicable to program assessment at the middle level. Categories of assessment tools which may be useful in answering particular input, process, or output questions are the following:

- **Participation indicators** such as rates of attendance, disciplinary statistics, participation in co-curricular activities, student recognition and achievements, etc.
- **Portfolios**, files or folders which contain a variety of information that documents students' experiences and accomplishments. These may contain samples of student written work; audio, video, and photographic documentation of performances and projects; testimony from authorities about the quality of students' work; formal records such as curriculum transcripts and scores on tests and assessment tasks; summaries of data collected through teacher observation; journal and learning log entries.
- **Exhibitions** which involve production of discourse, projects, and performances for the public.
- **Profiles**, forms which teachers, students, and/or parents fill out with ratings and summary judgments or descriptions of achievement.
- **Performance tasks which** require demonstration of learnings in response to a discrete task.
- **Tests**, criterion-referenced and/or norm-referenced, standardized.
- **Surveys** of students, teachers, parents, administrators and/or community members.
- **Interviews** with students, teachers, parents, administrators and/or community members.

Coordination of Education/Health/Social Services

Most teachers and parents know that schools can't do their job of teaching students unless the issues of physical and emotional health are being addressed. In order to do this, schools need to expand their focus. Promoting physical and emotional well being is a primary responsibility of the family. Schools need to join together with parents and the community to accomplish this task.

This effort should actively engage many segments of the community. Social service agencies, health care counselors, and educators are the groups most directly involved. These organizations represent a community response to helping children become whole, fully functioning individuals and citizens. At the same time however, each organization has carved out its own niche to meet the needs of our children.

Approaches

It is now imperative that these organizations come together to reframe our approach to health promotion for middle grade students. The solutions must include an array of approaches:

- Approaches sensitive to the strengths and values of children's diversities.
- Approaches that embrace all sectors of the school community.
- Approaches that respect and reflect the fact that families are the central locus for child rearing and our institutions serve to supplement and strengthen them.

Rather than working to ensure that a certain group of services and programs are available somewhere in the school and community for children and their parents, we propose a student-centered model. Working from this perspective, the professionals approach each student with the purpose of finding out what that individual needs to achieve her/his optimal physical and emotional growth and development.

Comprehensive School Health Program

Education and health are inextricably intertwined.

(*Code Blue - Uniting for Healthier Youth, National Commission on the Role of School and Community in Improving Adolescent Health*, 1990)

A comprehensive school health program includes the following:

- •A comprehensive health education curriculum.
- •Appropriate physical education classes and activities.
- •A developmental guidance program and counseling services.
- •A range of school health services including screening, immunization, and immediate and preventive health care counseling and referral.
- •Nutritious food in the school cafeteria.
- •A safe learning environment where the atmosphere for academic pursuits is unaffected by the presence of drugs, alcohol, smoking, violence, or individual harassment.
- •A school philosophy, policies and procedures that reflects a commitment to the health and well being of all the members of the school community.
- •A staff which models these concepts.

Young adolescents participating in this program develop self-esteem, communication skills, decision making and coping skills, and the ability to function in physically and emotionally healthy way.

Coordination of Services

In addition to this foundation, students may require one or more supportive services to foster their healthy development: individual or group counseling, special education services or medical care in the school or community. In some cases help for their families will be critical, involving the services of a wider group of community agencies. The approach would be from the student out, i.e., what does this student need in addition to our basic program and exposure to our healthy school environment, and in what order of importance? This can be considered the "do whatever needs to be done" approach to promote the physical and emotional health of the young adolescent and involves communication with and student access to health and support services offered in the community.

School Health Coordinator

A vital cog in the success of this plan is the identification of a School Health Coordinator within the school. The responsibilities of the person include:

- •Facilitating and coordinating the basic in-school health program described above, including the curriculum, health services and

guidance programs, faculty and staff wellness programs, and coordination of a healthy school environment with the implementation of policies and procedures.
- Acting as the liaison between the school community and the human services community, thus ensuring a continuum of care.

Human Services Liaison

In order to accomplish the above, the health and human service community can assist schools by providing a Human Services Liaison who has responsibility for representing the service delivery system and serving as the linkage between the local human service providers and the school. The liaison is responsible for:

- Providing information as to who the appropriate providers are
- Working with the school's health coordinator to keep the appropriate persons in the school, including classroom teachers, informed about the activities that are being carried out to serve children and their families (in cases where the school has brought the child/family to the attention of the social service system).
- Assuring that the human services community is responsive in providing timely access to needed services.
- Building support, trust, and cooperation so the health and human services and the education personnel see themselves as partners with a primary responsibility to serve the child and the child's family.
- Promoting bureaucratic and organizational policies and procedures that encourages the provision of the services identified by the care team.

This vision of the coordination of education, health and human services is meant to be a wrap around or embracing approach to the promotion of emotionally and physically healthy middle grade students. It is the responsibility of the school to support parents in their efforts to promote the health and well being of their middle level child.

Home-School-Community Collaboration

Home-school-community collaboration is a necessity in today's changing society in which many families feel a lack of community and a growing sense of isolation. The shifting role of the family, the increased pressures on working parents, and/or single parent families, and the frequent relocations families experience have created a need for stronger home-school-community collaboration. This collaboration brings students, parents, educators, and members of the community work together to meet the intellectual, social, emotional and health needs of young adolescents. It is vital that the resources schools, civic groups, youth service organizations, public and private health agencies, towns, individuals, and private businesses offer be coordinated and utilized to benefit young adolescents and adults in the community. This happens best when adults and children work together to address common needs.

Home-school-community collaboration incorporates the following components:

- Community as resource.
- Community service learning.
- School as community center.
- Parent involvement.

Community as Resource

The school and community are connected when early adolescents learn in an open atmosphere in which school walls are not barriers to the community and instead the community is an extension of the learning environment, a resource in support of students and teachers. Businesses, community agencies, and other community groups strengthen educational programs, services, and experiences for young adolescents students through partnerships and collaborative programs.

Collaborations may include resources and services for students or services by students to others from the community, either at the school site or in the community. These connections may be made during the school day, after the regular school day, on weekends or holidays, or in the summer months.

Volunteers can participate in middle grades schools by assisting teachers, students, administrators and parent groups in providing a richer, more resourceful environment. Volunteers help reduce the student/teacher ratio, increase the personal attention given to students, and help teachers increase the

kinds of project work and exploratory opportunities that are particularly important for young adolescents but that are difficult to conduct with large groups. Schools can improve volunteer programs in the middle grades by assessing how teachers, administrators and students think they would benefit from assistance from volunteers, by widely recruiting parents and others who want to be involved, by matching teacher needs to volunteer skills and times, by training volunteers to accomplish the voluntary activities successfully, and by recognizing those who invest their time in the interest of school improvement.

Community Service Learning

Young adolescents have a basic need for meaningful work. Community service learning provides them with the opportunity to take on real responsibilities in the community and allows the community to draw on the energy and commitment of its children. The result is a mutually beneficial relationship in which community members guide young people as they learn, and the school responds to the needs of the community.

Community service learning is the intentional integration of curricular content with community service activities. The integration of community service learning into the curriculum and learning process brings authenticity to the teaching-learning process and enhances the intellectual, social and psychological outcomes we expect students to have learned and internalized during the middle grades years. Service-learning is student learning and development through active participation in thoughtfully organized service experiences that meet real community needs and are coordinated in collaboration with the school and community. The service-learning is integrated into the students' academic curriculum and provides structured time for them to talk, write, and think about what they did and saw during the actual service learning activity. Community service learning builds academic skills and affective understanding.

School As Community Center

Schools become community centers when they are open year round and invite diverse usage. The school becomes a center for lifelong learning when all community members have access to resources and educational opportunities within the school. Possibilities include, but need not be limited to, the following:

- •Access to facilities such as the library, gymnasium, and computer lab.
- •Access to recreational, educational, and social activities.
- •Access to information such as community services available and lists of health care providers.
- •Access to decision making through participation on governance committees.

Family Involvement

Young adolescents thrive when their families and their teachers have close working relationships. Together, families and teachers form a net of support through which early adolescents cannot slip. Families feel involved when:

- •Their needs and ideas are seriously considered in the decision making process.
- •There are ample opportunities for parents to be involved in their child's school life.
- •School-to-home communications such as memos, conferences, report cards and newsletters are informative and of high quality so parents can understand and act on important messages.
- •Parents are invited, welcomed, and visible during the school day.
- •School is a place where parents learn how to support and respond to the changing needs of their early adolescent child.

Family involvement is everyone's responsibility. It's important that all staff be welcoming to visitors.

Consistent and Inconsistent Practices

Responsive middle level schools and programs serving students in grades five through eight undoubtedly look very different from one school to another. They will all, however, incorporate curriculum, teaching methods, and learning environments which are consistent with the premises set forth in this document and avoid emphases which are incompatible with the philosophy and practices presented here.

Caution!

The lists on this page are only meaningful in relation to one another. Abstracting part of either list renders it meaningless. The degree to which particular approaches or practices are predominant is the key to determining the degree to which a program is a responsive middle level program (or not). For example, textbooks may be used in responsive programs, but they would not be the primary means of instruction.

CONSISTENT **programs and practices incorporate a PREDOMINANT emphasis on**	**INCONSISTENT** **programs and practices incorporate a PREDOMINANT emphasis on**
Curriculum •What is learned •Enrichment •Process •Interdisciplinary/integrated •Thematic concepts •Multi-media materials •Exploration •Problem solving and application •Practice	Curriculum •What is taught •Acceleration •Product •Discipline specific/subjects in isolation •Chronology of content •Textbooks •Exposure •Memorization and testing •Drill
Teaching Methods •Student-focused •Deductive/experiential •Formative assessment/self-evaluation •Thematic units •Skills in context •Coordinated assignments •Special needs met in the classroom •Skills based •Cooperative/collaborative learning •Integrated, developmental guidance •Goal appropriate assessment •Comprehensive health education •Community service learning •Parent involvement •Teacher as coach/facilitator •Teacher as learner	Teaching Methods •Teacher-centered •Inductive/theoretical •Bell curve/grading •Sequential, discipline-specific lessons •Skills in isolation •Random tests/homework •Remedial/gifted pull out •Discipline based •Working alone •Crisis counseling •Standardized tests •Health class •Classroom-only learning •Parent fund raising •Teacher as sole source of knowledge •Teacher as deliverer of information
Learning Environments •Teams of students/teachers •Flexible scheduling •Flexible grouping •Heterogeneous grouping •Teacher advisory •Team leaders •Broad-based recognition •Intramural activities •Shared governance •Schools within schools •Parties	Learning Environments •Departmentalized organization •Fixed schedules •Tracking •Homogeneous grouping •Homeroom •Department chairs •Star system, honor rolls •Interscholastic sports •Mandated, top-down decisions •Large school population •Dances

Recommendations

The vision of middle level schooling presented in this document does not match the reality of practice in Vermont schools today. Significant changes must take place with broad-based support from all levels of the system. To that end, the Vermont Middle Grades Task Force makes the following recommendations:

- Three distinct levels of schooling (K-4, 5-8, 9-12) must be recognized in Vermont. The Legislature, the State Board of Education, local boards of education, institutions of higher education, the Vermont Department of Education, and the Agency of Human Services should recognize the middle grades (5-8) as a separate level of schooling. This recognition should be reflected in all relevant policies, program and staffing allotments, reports, and committees.

- The Vermont Standards Board for Professional Educators should make mandatory for all teachers in grades 5-8 the Middle Grades Endorsement.

- Institutions of higher education throughout the state should institute undergraduate and graduate teacher education programs in middle grades education. To the greatest extent possible, these institutions should collaborate in designing and implementing these offerings.

- Increased access to middle grades-related professional development opportunities should be provided in all regions of the state.

- A Middle Grades Resource Center should be initiated in the state to provide access to professional resources and to coordinate site visits and professional development opportunities. The Resource Center should not be a place, but a "people-to-people" system.

- The Vermont Department of Education should continue to disseminate information about early adolescence and middle level education to a broad audience of interested parties -- policy makers, educators, parents and others.

- A "Coalition of Transforming Middle Grades Schools" should be created by the Vermont Department of Education to promote and support the development of exemplary middle grades programs in all Vermont schools housing one or more of grades 5-8.

- Each local school district should develop a written middle level plan specifying expectations for middle level curriculum and pedagogy, learning environments, student and program assessment, coordination of education/health/and social services, and home-school-community collaboration. Budget and staffing decisions should then be made in the context of this plan.

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School/Program Self-Assessment

These School/Program Self-Assessment materials are abstracted directly from the Conceptual Frameworks. These can be used by schools to identify strengths and to determine areas in need of action planning for change.

The Vermont Middle Grades Initiative (VT-MG3D) has developed this instrument to assist schools in determining the degree to which the school's middle grades (5-8) program is responsive to young adolescents, in identifying areas in need of change, and in creating an action plan.

This instrument may be completed in several ways.

1. All staff members can complete the form individually and then the total responses for each item can be averaged on a separate form to indicate a group response for each item.

2. With a facilitator (teacher or administrator) presenting the form on an overhead projector, an entire staff can discuss each item and reach consensus for an appropriate rating for each.

3. Parents can be asked to complete the form individually and then the total parent responses for each item can be averaged on a separate form to indicate a group response for each item.

4. With a facilitator presenting the form on an overhead projector, a group of parents can discuss each item and reach consensus on an appropriate rating for each.

(Any significant differences between the overall parent responses and staff responses should be analyzed in the process of action planning.)

Vermont Middle Grades Program/School Self-Assessment for Action Planning

Person completing this form:
_____ Principal
_____ Teacher
_____ Parent
_____ Other (Describe: _____)

Directions: Please note each item listed below and circle the number which best indicates the degree to which the component of middle grades education is implemented in the middle grades program in your school (1=to a low degree, 4=to a high degree).

To what degree are curriculum and pedagogy student-responsive?	Low			High
The varied thinking and problem-solving abilities of students are met.	1	2	3	4
Students are helped to arrive at their own questions and set about ways to explore answers to these questions.	1	2	3	4
The importance of students own needs is acknowledged and incorporated in the curriculum.	1	2	3	4
Students are encouraged to know their own communities and the larger world in ways which help them understand their own roles in those worlds.	1	2	3	4
Students are provided with opportunities to explore topics through all pertinent disciplines.	1	2	3	4
Themes for study are generated through student and teacher collaborations.	1	2	3	4
Students are provided with the opportunity to assess where they are in the learning process.	1	2	3	4
Students are provided with options and choices about what they learn and how they learn it.	1	2	3	4
The success of each and every student is celebrated.	1	2	3	4
Each student recognizes his/her personal efficacy.	1	2	3	4
Teachers play a significant role in designing the content of the curriculum.	1	2	3	4
Teachers facilitate student learning	1	2	3	4
To what degree are learning environments success-oriented?				
Interdisciplinary Teaming				
Students are served by teams of two or more teachers who share a common group of students for one or more years.	1	2	3	4
Interdisciplinary teacher teams share responsibility for planning, instruction, evaluation and communication.	1	2	3	4
Teams have reasonable control over large blocks of instructional time.	1	2	3	4
Teachers are provided with common team planning time within the school day.	1	2	3	4
In addition, teachers are provided with individual planning time within the school day.	1	2	3	4
Special areas teachers are integrated into the team organization.	1	2	3	4
Teams establish procedures for classroom management practices.	1	2	3	4
Teams develop policies and practices for student grouping within the team.	1	2	3	4
Teams develop schedules and establish teaching assignments.	1	2	3	4
Teams plan and implement interdisciplinary units of study.	1	2	3	4
Teams create uniform systems of assessment, evaluation, and grading.	1	2	3	4
Teams design and implement procedures for communicating with and involving parents, the administration, special services providers, and the community.	1	2	3	4
Advisory Groups				
Every student is well known by at least one adult in the school.	1	2	3	4
One adult is assigned as an advisor to every eight to fifteen students.	1	2	3	4
Time is provided for the advisor and advisees to meet on a regular basis, preferably daily.	1	2	3	4
Advisors work to connect the child, the family, and the school.	1	2	3	4

Advisors actively assist the child in advocating for his/her own needs. 1 2 3 4
Advisors foster equal access to the experience of school for each child. 1 2 3 4
Advisors monitor the academic and social development of the child. 1 2 3 4
The advisor is available to the child at prescribed times. 1 2 3 4

Flexible Scheduling

The daily schedule allows large amounts of uninterrupted learning time for teams of teachers to work with students as needed. 1 2 3 4
Teams are given maximum control over how instructional time is allocated and used. 1 2 3 4
The school schedule reflects the school philosophy. 1 2 3 4

Flexible Grouping

All teams and classes in the school are representative of a cross-section of the school population. 1 2 3 4
Students are not tracked. 1 2 3 4
Students are grouped and regrouped within teams and classes in order to accomodate particular students needs, interests, and learning goals. 1 2 3 4
Students see themselves as learners, achievers, and important members of a positive group. 1 2 3 4
Instruction accomodates the ability levels, learning styles, and differing approaches of processing information of diverse groups in each classroom. 1 2 3 4
Whole group sessions are used. 1 2 3 4
Cooperative groups are used. 1 2 3 4
Interest groups are used. 1 2 3 4
Needs-focused groups are used. 1 2 3 4
One-to-one partnering is used. 1 2 3 4
Individual study is used. 1 2 3 4

Shared Governance

Building governance committees serve in an advisory capacity to the principal in the decision making processes of the school. 1 2 3 4

Staff Members Prepared and Committed to Work at the Middle Level

Teachers are experts in teaching and working with young adolescents. 1 2 3 4
Vermont's Middle Grades Endorsement is a desired qualification to be hired as a teacher of grades 5-8 in your school. 1 2 3 4
Middle grades teachers are encouraged to earn Vermont's Middle Grades endorsement. 1 2 3 4
Administrators are experts in teaching and working with young adolescents. 1 2 3 4
Staffing is based on interest, expertise, and commitment to working at the middle level. 1 2 3 4
Teachers from grades K-4 and 9-12 are not reassigned to the middle grades unless they possess the required expertise and commitment to working at this level. 1 2 3 4
On-going, high quality professional development opportunities for middle grades teachers are provided. 1 2 3 4

Philosophical Commitment and Support by the School District

Policies, practices, and budgets reflect the middle grades philosophy. 1 2 3 4
Policies support the elimination of tracking. 1 2 3 4
Common planning time is provided for teams of teachers. 1 2 3 4
Student and program evaluation policies focus on the personal and social growth of young adolelscents. 1 2 3 4
The middle level is a distinct entity within the K-12 setting. 1 2 3 4

To what degree is assessment of students and programs innovative?

Assessment of Students

Assessments are integrated with instruction. 1 2 3 4
Results of assessments are used in a diagnostic and formative way. 1 2 3 4

Assessments requires exhibition of understanding, dispositions, and abilities that matter. 1 2 3 4
Assessments are worth striving toward and practicing for. 1 2 3 4
Assessment involve higher order challenges. 1 2 3 4
Assessments establish performance-based criteria that let students know in a straightforward way what it means to do their schoolwork well. 1 2 3 4
Assessments address the full range of desired outcomes. 1 2 3 4
Assessments involve complex, multi-dimensional tasks which cut across disciplinary lines. 1 2 3 4
Assessments employ a variety of techniques, including student involvement. 1 2 3 4

<u>Assessment of Middle Level Programs</u>

Assessment tools are selected based on their ability to answer identified evaluation questions. 1 2 3 4
Numerous data collection tools are available. 1 2 3 4
A variety of data collection tools is used. 1 2 3 4
The degree to which students are intellectually reflective is assessed. 1 2 3 4
The degree to which students are competent is assessed. 1 2 3 4
The degree to which students are caring and ethical is assessed. 1 2 3 4
The degree to which students are responsible and productive is assessed. 1 2 3 4
The degree to which students are healthy is assessed. 1 2 3 4
The degree to which students are committed to learning throughout life is assessed. 1 2 3 4

To what degree are education/health/social services coordinated?

The school joins together with parents and the community to promote the physical and emotional well being of students. 1 2 3 4
Social service agencies, health care counselors, and educators are engaged in promoting the physical and emotional well being of students. 1 2 3 4
Approaches used are sensitive to the strengths and values of students' diversities. 1 2 3 4
The school health program includes a comprehensive health education curriculum. 1 2 3 4
Appropriate physical education classes and activities are provided. 1 2 3 4
A developmental guidance program and counseling services are provided. 1 2 3 4
A range of school health services (including screening, immunization, and immediate and preventive health care counseling and referral) is provided. 1 2 3 4
Nutritious food is served in the cafeteria. 1 2 3 4
The atmosphere for academic pursuits is unaffected by the presence of drugs, alcohol, smoking, violence, or individual harassment. 1 2 3 4
A school philosophy, as well as policies and procedures, reflects a commitment to the health and well being of <u>all</u> members of the school community. 1 2 3 4
The staff models the above concepts. 1 2 3 4
Communication with and student access to health and support services offered in the community is provided. 1 2 3 4
A school health coordinator is responsible for facilitating and coordinating the basic in-school health program (curriculum, health services and guidance programs, faculty and staff wellness programs, and coordination of a healthy school environment). 1 2 3 4
A school health coordinator acts as the liason between the school community and the human services community to assure a continuum of care. 1 2 3 4
The health and human services community assists the school by providing a human services liaison who represents the human services delivery system and serves as a linkage between the local human service providers and the school. 1 2 3 4
The liaison provides information as to who the appropriate providers are. 1 2 3 4
The liaison works with the health coordinator to keep appropriate persons in the school, including classroom teachers, informed about the activities that are being carried out to serve children and their families. 1 2 3 4

The liaison assures that the human services community is responsive in providing timely access to needed services. 1 2 3 4

The liaison promotes bureaucratic and organizational policies and procedures that encourage the provision of services. 1 2 3 4

To what degree is there collaboration between the home, the school and the community?

The resources offered by schools, civic groups, youth service organizations, public and private health agencies, towns, individuals and private businesses are coordinated and utilized to benefit young adolescents and adults in the community. 1 2 3 4

Adults and children work together to address common needs. 1 2 3 4

The community is an extension of the learning environment, a resource in support of students and teachers. 1 2 3 4

Partnerships and collaborative programs are in existence. 1 2 3 4

Community resources and services are provided to students. 1 2 3 4

Students provide services to others from the community at the school site or in the community. 1 2 3 4

Volunteers assist teachers, students, administrators, and parent groups. 1 2 3 4

Community service learning is integrated into the curriculum and learning process. 1 2 3 4

Students actively participate in thoughtfully organized service through experiences that meet real community needs and are coordinated in collaboration with the school and community. 1 2 3 4

Community access to such facilities as the library, gym, and computer lab is provided. 1 2 3 4

Community access to recreational, educational, and social activities is provided. 1 2 3 4

Information about community services available and lists of health care providers are provided to community members through the school. 1 2 3 4

Community members participate as members of school governance committees. 1 2 3 4

The needs and ideas of families are seriously considered in the decision making process. 1 2 3 4

Ample opportunities are provided for parents to be involved in their child's school life. 1 2 3 4

School-to-home communications are informative and of high quality so parents can understand and act on important messages. 1 2 3 4

Parents are invited, welcome, and visible during the school day. 1 2 3 4

The school is a place where parents learn how to support and respond to the changing needs of their early adolescent child. 1 2 3 4

All students and staff members are welcoming to visitors. 1 2 3 4

Summary:

Based on the above assessment, three primary <u>strengths</u> of our school are:

1.

2.

3.

Based on the above assessment, the three items we most need to address are:

1.

2.

3.

Using Assessment Results for Action Planning

Prior to developing an action plan, there is a need to prioritize areas in need of change. Each item which received a cumulative rating of less than three (3.0) should be listed on the form below. (If necessary, more than one form can be used.) Items identified in narrative comments as most needing to be addressed should be included. The form can then be photocopied and those who participated in the original rating activity can use the form to indicate for each item whether it should be considered a high, medium or low priority. This can be done as a group activity or as an individual activity following which priorities are averaged and sorted according to relative order of priority. Those areas which are collectively identified as high priority areas will become the initial focus for action planning.

Items receiving a rating of less than three (3.0):	Priority		
	Low	Medium	High
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
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_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3
_____	1	2	3

Middle Grades Program/School Action Planning Worksheet

Use this worksheet to identify high priority areas for change, activities through which the change will take place, target dates for completion of activities, persons responsible, and resources needed (professional development, consultants, time, money, etc.). Feel free to make as many copies as are needed.

Priority Objective/Task:

Activity(s):	Target Date for Completion of Activity	Person(s) Responsible	Resources Needed

Resource Guide

This Resource Guide provides examples of existing programs and practices in Vermont and elsewhere that address one or more of the criteria included in the Conceptual Frameworks. This guide also includes the following:

- Community resources and local organizations;
- Middle level consultants, course and workshop leaders and their areas of expertise; and
- A comprehensive bibliography of print, video, and audio resources.

This is not, however, an exhaustive listing. We are anxious to add other examples of innovative programs and practices, additional community resources and local organizations, more middle level consultants, and new print, video and audio resources to this guide. We hope that readers of this document will take the time to use the form on the last page of this guide to recommend additional resources which should be included when we publish an update in 1993.

Innovative Programs and Practices

The Alpha Program at the Shelburne Middle School in Shelburne, Vermont is an example of successful grades 6-8 multi age grouping and interdisciplinary team teaching in which flexibility of time is a key ingredient. Students engage in a variety of long and short term learning activities, often related to themes or topics they help select. Teachers effectively integrate curriculum goals into these thematic units. While there are required activities within the context of each unit, students are also encouraged to identify and examine related topics, individually or in small groups. Once students select a topic for research, they submit a proposal including reasons they want to explore the topic and a list of resources they feel will be essential to an effective study. This often includes interviewing or observing individuals whose work or hobbies relate to the topic, and arrangements are made to facilitate a guest's visit or for the students to visit a particular individual outside school. Students share their work with oral, written and visual presentations, and are asked to evaluate whether they achieved what they originally set out to accomplish. The Alpha Program learning space is extremely colorful and reflects students' active participation in learning activities.

For additional information: Carol Smith or Than James, Teachers, Shelburne Middle School, Harbor Road, Shelburne, Vermont 05482, 985-3331.

The Answering Machine Service for middle grades students at Guilford Central School provides students, teachers, and parents with important information after normal school hours. With funding from the Vermont Middle Grades Initiative,an answering machine was procured. Each day, students make a recording of assignments and important announcements, and students and parents are able to call school to determine homework needs. This is advantageous in terms of students completing their homework in a timely fashion, in terms of the process in which students engage for the purpose of providing the recorded message, and in terms of the potential for increased parent involvement and awareness about school projects and activities.

For more information: Linda Bourne, Guilford Central School, RFD #3, Brattleboro, Vermont 05301, 802-254-2271.

Bank Street College Middle School Project combines the efforts of the College, the New York City Partnership, and the New York Chamber of Commerce to integrate career and work related activities into the middle grades curriculum. These activities address decision making and problem solving processes, and encourage active dialogue between students, teachers and members of the community which reinforce links between school work and career options. Tangible results of this collaboration between the school and the business community include a school store and a management study of the school's operation.

For more information : Ken Jewell, Director, Middle School Project, Bank Street College, 610 West 112th Street, New York, N.Y. 10025, 212-222-6700 ext. 420.

Source: *Future Options Education*, Edna McConnell Clark Foundation, November 1990.

The Burlington Youth Employment Program is a collaboration between social programs, educational programs, and the private business sector. The Edmunds Middle School Work/Study program is designed to encourage improved school attendance and performance among at-risk students by matching them with prospective employers in the community for work experience and tailoring educational programs to the work situations. Students attend school in the morning and work in the afternoon. Significant benefits of this program include student exposure to positive role models within the community, improved self confidence, and the development of job skills.

For more information: Mike Merrill, Edmunds Middle School Work/Study, 64 North Street, Burlington, Vermont 05401, 863-8520.

Canadian Studies Partnership involves Burlington, Vermont's Lyman C. Hunt Middle School and Trinity College of Vermont in a partnership designed to promote interaction between Hunt sixth grade "Challenger Team" social studies students and Trinity College students engaged in Canadian studies activities. This collaboration complements Hunt's sixth grade Canadian studies curriculum as Trinity students share information about Canadian culture with the middle grades students, nurturing their appreciation for cultural diversity and cross-border issues.

For more information: Melody Daigle, Teacher, or Nelson Wentworth, Principal, Lyman C. Hunt Middle School, 1364 North Ave., Burlington, Vermont 05401, 802-864-8469.

Careers for Youth is a collaborative effort between the Chicago Public Schools, and corporate and civic leaders, in which Chicago middle grades students and parents engage in a variety of career choice related activities. Students interact with actual career representatives who provide role models, and they participate in career information networking activities enabling them to receive career information through the mail, at home. Many of these activities are organized within schools, within the context of particular courses, while others are designed as opportunities for students to visit potential career or employment settings. The program addresses the idea that there is a strong relationship between schoolwork and career choice.

For more information: John P. Knaedinger, Chairman, STS Consultants Ltd., 111 Pfingston Rd., Northbrook, Illinois 60062.

Celebrate the Middle Schools Years is a program offered through the Edmunds Middle School Guidance Department, in conjunction with the EMS parents group, which offers a series of educational programs designed to address many issues associated with early adolescence.Topics include respectful communication, early adolescent sexuality, and self esteem. Professors of education, clinicians, professional facilitators and parents participate in this effort to nurture or increase parents' sense of understanding of early adolescent behavior and change, its impact at home, in school and in the community.

For more information: Steven Hyde, Director of Guidance, EMS, 275 Main Street, Burlington, Vermont 05401, 802-864-8466 or Janice Lara, Parent, 802-862-4191.

Celebrating the Olympics was an interdisciplinary unit planned by Branchburg, New Jersey's middle school teachers in conjunction with the 1988 Summer Olympics in Seoul, Korea. Lessons relating to the Olympic theme included the history of the olympics, mapping of Olympic sites, creating flags for participating countries, reading athletes' personal stories, visits by Olympic athletes, poster making and mural painting, interviewing friends and families about their favorite Olympic events, and an investigation into the use of technology in Olympic training. Even the education council of the United States Olympic Committee was involved in providing lesson plan ideas for this unit of study. Teachers and students felt a great sense of accomplishment as a result of this approach in which the Olympic theme was studied across disciplines.

For more information: Lorie Bright, Marcia Fisher & Tom Gallasch, Branchburg Central School, New Jersey.

Source: *American Middle School Education*, National Middle School Institute, Columbus, Ohio, May-June 1991.

Children's Express is a news service reported by children who are 13 and under. These young reporters are trained and led by teen student trainers and their articles are published in children's sections of newspapers throughout the country.

For more information: Bob Clampitt, Executive Director, Children's Express, 245 7th Avenue, 5th Floor, New York, New York 10001-7302, (212) 620-0098.

Source: *Program for Disadvantaged Youth: A 1991 Directory*, The Edna McConnell Clark Foundation, February 1991.

Columbus College Readiness Program is a cooperative effort between the Columbus Public Schools and Capital University designed to nurture in middle

grades students the belief that a college or university education is realistic and attainable. The program includes interaction between middle grades and college students, and helps the younger students identify skills which will be essential to success in high school as well as getting into and remaining in college. Middle grades students begin to nurture and appreciate good social, academic, and time management skills, as they begin to seriously consider their educational futures.

For more information: College Readiness Program, Columbus Public Schools, Columbus, Ohio.

Source: *Future Options Education,* Edna McConnell Clark Foundation, November 1990.

Communities is a year-long project at Camel's Hump Middle School which is designed to help students understand the meaning and value of belonging to a community and to understand and appreciate various types of communities from small personal ones (such as families) to the world community to the community of the natural world. This project was supported, in part, by a mini-grant from the Vermont Middle Grades Initiative.

For more information: Paula Belrose, Camel's Hump Middle School, RD1, Jericho Road, Richmond, Vermont 05477, 434-2188.

Humanities Through the Ages involves students at the Manchester Elementary School in research and study of a 25-year historical period of their choice, concentrating on dress and language. Each student makes a mannequin and dresses it according to the time period and chosen occupation. Several students, heterogeneously grouped, collaboratively write a short play which reflects the chosen time period. A social event is organized by students in which mannequins are exhibited and students perform their one-act plays for peers and visitors.

For more information: Donald Potter, Manchester Elementary School, Memorial Avenue, Manchester Center, Vermont 05255, 362-1597.

Kids Kits is a National Diffusion Network exemplary program which has been implemented at the Lyndonville Grade School using multi-media and multi-level kits on a variety of topics. Students explore kits and identify one aspect which they would like to research. After study and research, students apply their knowledge in many kinds of products (reports, prints, tapes, models, etc.) which are then shared with small or large groups. This project was initiated with a mini-grant from the Vermont Middle Grades Initiative.

For more information: Lyndonville Grade School, Lyndonville, Vermont 05851, 626-5575.

Dreamquest/The Pro Team Experience is a curriculum program developed by the South Carolina Center for Teacher Recruitment designed to encourage middle grades students to seriously consider the teaching profession as a career option. Characterized by activities in self exploration, goal setting, and the teaching experience, the primary goal of this program is for students to nurture in themselves a strong sense of self and develop a professional outlook on life. The program has been designed for use as an exploratory course and as an extra curricular activity.

For more information: John Norton, Project Director, South Carolina Center for Teacher Recruitment, Winthrop College, The Canterbury House, Rock Hill, S.C. 29733, 803-323-4032.

Source: *Future Options Education*, Edna McConnell Clark Foundation, November 1990.

Magic Me in public and private middle school settings in Baltimore is designed to engage students in activities enabling them to serve others and at the same time explore related community service professions. Student volunteers interact with elderly, physically disabled and mentally retarded individuals and groups, as well as with trained professionals in each respective setting. They engage in helping behaviors and explore helping professions/career options for themselves. They begin to appreciate the varied nature of the human condition and to consider career planning steps for themselves.

For more information: Kathy Levin, Magic Me, 611 Park Ave., Suite 6, Baltimore, Maryland 21201, 301-837-0900.

Source: *Future Options Education*, Edna McConnell Clark Foundation, November 1990.

Nimitz Middle School and the Arts uses the arts to increase student morale and academic competencies, Nimitz Middle School focuses its efforts on dramatic arts. In conjunction with the local water district, middle school students prepare and present skits designed to inform the public about water conservation. The project lends itself well to interdisciplinary studies. Additionally, an in-school drama and writing workshop encourages students in the writing, editing and production of plays about their lives. These activities encourage student writing and peer interaction, academic and social skills development.

For more information: Nimitz Middle School, San Antonio, Texas.

Source: *Making It In The Middle*, Anne C. Lewis, Edna McConnell Clark Foundation, Fall 1990.

The One on One Teen Initiative in Milwaukee, Wisconsin is an effort that combines the resources of middle schools, community agencies and businesses to improve student self esteem and academic performance and to encourage student exploration of a wide variety of career options. Pairing individual students with adult mentors enables each to develop and nurture an important one to one relationship, providing students with role models, friends and helpers.

For more information: Rhonda Taylor, Director, One on One, 101 West Pleasant Street, Suite 102, Milwaukee, WI 53212, 414-224-0300.

Source: *Future Options Education*, Edna McConnell Clark Foundation, November 1990, and *Making It In The Middle*, Edna McConnell Clark Foundation, Fall 1990.

Picture Books is an integrated curriculum project at Brattleboro Union Middle School which allows middle grades students to interact with picture books and literature written for younger children. 80 7th graders read a a variety of children's a picture books, explore concepts and themes which relate to mathematics, science, nature, the environment, history, social issues, values, community, and literary forms; write and illustrate their own children's books; and engage in community service by sharing these books in the local elementary school. This project was initiated with a mini-grant from the Vermont Middle Grades Initiative.

For more information: Ingrid Chrisco, Brattleboro Union Middle School, Fairground Rd., Brattleboro, Vermont 05301, 802-257-0356.

The Redwood Controversy is an interdisciplinary unit in which seventh graders engaged in role playing to consider environmental issues relative to preservation of the nation's remaining redwood trees. Specifically, students debated whether a national park should be established for this purpose. Their examination across disciplines included research about the processes involved in creating environmental legislation and an increased understanding of the relationship between environmental issues and their economic as well as aesthetic impacts.This project was funded by a mini grant from the Vermont Middle Grades Initiative.

For more information: Richard White, Brattleboro Union Middle School, Fairground Rd., Brattleboro, Vermont 05301, 802-257-0356.

Storymakers is a project at the Essex Middle School through which students become successful storymakers who enjoy expressing themselves. Students are introduced to a variety of folk tales which have several versions and then they write their own tales. Students present their tales through the use of puppets and perform their stories before peers, younger students, and parents.

For more information: Keith Pillsbury, Essex Middle School, Foster Road, Essex Junction, Vermont 05452, 879-7173.

TIPS (Teachers Involve Parents in Schoolwork) is a project of the Fund for Educational Excellence which assists the Baltimore project schools through a process encouraging students to share with parents the skills and ideas they are learning in different subjects. TIPS homework activities can be designed for any subject and help build parent/teacher partnerships through the increased communication which occurs.

For more information: Ms. Vivian Jackson, Program Coordinator, The Fund for Educational Excellence, 616-D North Eutaw Street, Baltimore, MD 21229.

Source: *Program for Disadvantaged Youth: A 1991 Directory*, Edna McConnell Clark Foundation, February 1991.

Uncovering Personal, Family, and Community History is an interdisciplinary project at Stamford Elementary School which encompasses all curriculum areas and involves both family and the community. The self is the basis of this project -- discovery of self through a variety of activities and communication with family members, friends, and the community. Through math, language arts, history, geography, health, the arts, and technology education, students learn about themselves and others, and they document and share this information in murals, books, and quilts.

For more information: Leo Ethier, Stamford Elementary School, Box 718, Main Road, Stamford, Vermont 05352, 694-1379.

The Youth As Resources Program in Indiana uses young people to provide a wide range of community service activities in three Indiana communities. Along with adult members of these communities, early adolescent students are involved in education programs, plays, building projects, play groups and other activities that address serious social issues, including child abuse, hunger and other neighborhood concerns.

For more information: National Crime Prevention Council, 1700 K Street, N.W., Second Floor, Washington, DC 20006, 202-466-6272.

Source: *Future Options Education*, Edna McConnell Clark Found., Nov. 1990.

The Youth Together Program in New Haven, Connecticut is an excellent example of a partnership between a public school and an institution of higher learning. Minority students at the Roberto Clemente Middle Grades-School are paired with student tutors from Yale University for a combination of structured academic and recreational, individual and group activities. In addition to improved study habits and academic skills, middle grades students experience noticeable improvements in self esteem, a reward that can be directly linked to the relationship between student and tutor over time.

For more information: Arthur Unobskey, PO Box 7223, Yale Station, New Haven, Connecticut 06520, 203-773-1339.

Source: *Future Options Education*, Edna McConnell Clark Foundation, November 1990.

Writing Lab at Crestwood Middle School is a unique multi-purpose resource center for students engaged in writing projects across the curriculum and for student newspaper and yearbook activities as well. Students are encouraged to engage in "process writing" activities ranging from generating ideas to publishing. The availability of nearly forty networked computers, software programs designed specifically for process oriented writing, and an effective lab time-management system make it possible for students to nurture good writing and editing skills and enjoy success in their writing activities across the curriculum.

For more information: Mr. Kim Grinder, teacher, Crestwood Community Middle School, Royal Palm Beach, Florida.

Source: *American Middle School Education*, National Middle School Institute, Columbus, Ohio, May-June 1991.

World Travelers is an interdisciplinary unit in which students become experts about a country of their own choosing. Through varied reading, interviewing and hands-on activities, students prepare booths representing their countries and are available during a culminating World's Fair, to respond to questions and provide information to other students participating in a world wide scavenger hunt. This project was funded by a mini grant from the Vermont Middle Grades Initiative.

For more information : Jeanette Roberts, Missisquoi Valley Union High School, RR #2, Box 268, Swanton, Vermont 05488, 802-868-7311.

Vermont Consultants
Course and Workshop Providers

Cindy Bailey-Dempsey, ACSW, School Social Work Consultant, 8 Butler Drive, South Burlington, Vermont 05403, 658-2198. School-based case management, integration of social services and education, parent involvement to ensure school success.

Ed Barry, School Street School, School Street, Milton, Vermont 05465, 893- Integrating computers into the curriculum, "The Voyage of the Mimi".

Kathy Barwin, Middlebury Junior High School, Charles Avenue, Middlebury, Vermont 05753, 388-3114. Instructional strategies.

Ken Bergstrom, RD !, Box 9040, Waterbury Center, Vermont 05677, 244-6332. Assessment of student learning, interdiscipinary curriculum.

Patricia Berry, Director, Division of Local Health, Vermont Department of Health, 1193 North Avenue, P.O. Box 70, Burlington, Vermont 05401, 863-7347. Health and human services coordination/collaboration at the local level.

Nancy Bohne, Bennington Elementary School, 128 Park Street, Bennington, Vermont 05201, 442-5256. Implementing a middle grades program in a K-6 school.

Linda Bourne, Guilford Central School, RFD #3, Brattleboro, Vermont 05301, 254-2271. The writing-reading connection.

Joe Bowen, Mt. Abraham Union High School, Airport Drive, Bristol, Vermont 05443, 453-2333. Implementing middle grades programs in a 7-12 setting.

Terry Callahan, Vermont Student Assistance Corporation, P.O. Box 2000, Champlain Mill, Winooski, Vermont 05404, 655-9602. Study skills, self-esteem building, planning for college.

Maura Carlson, The Vermont Elementary Science Project, Trinity College, 208 Colchester Avenue, Burlington, Vermont 05401, 658-3664. Hands-on science, curriculum development.

Judy Carr, Ed.D. Trinity College, 208 Colchester Avenue, Burlington, Vermont 05401, 658-0337. Integrated curriculum, middle grades organization, program assessment, curriculum development.

Linda Carroll, Lyman C. Hunt Middle School, 1364 North Avenue, Burlington, Vermont 05401, 864-8469. Implementing the middle school concept.

Maggie Coulman, Middlebury Junior High School, Charles Avenue, Middlebury, Vermont 05753, 388-3114. Shared governance (team leader group), teacher advisory.

Paula Duncan, M.D., Burlington School District, 150 Colchester Avenue, Burlington, Vermont 05401, 864-8459. Puberty/sexuality issues, young adolescent development, coordination of education, health, and social services, parent education.

Bill Duval, Albert. D. Lawton Intermediate School, 104 Maple Street, Essex Junction, Vermont 05452, 878-1388. Using simulations in social studies.

Clare Earley, Albert. D. Lawton Intermediate School, 104 Maple Street, Essex Junction, Vermont 05452, 878-1388. Using manipulatives in mathematics.

Steve Gross, Ph.D. Vermont Department of Education, 120 State Street, Montpelier, Vermont 05602, 828-3111. Heterogeneous grouping, core curriculum, the China Project.

Marilyn Hindes, Colchester Middle School, Box 30, Colchester, Vermont 05446, 655-1772. Cooperative learning.

Jack Hruska, Ph.D., Lyndon State College, Lyndonville, Vermont 05851, 626-9371. School-family relationships.

Gregg Humphrey, The Vermont Elementary Science Project, Trinity College, 208 Colchester Avenue, Burlington, Vermont 05401, 658-3664. Hands-on science.

Aostre Johnson, Ph.D. St. Michael's College, Colchester, Vermont 05446, 655-2000. Multiple intelligences, holistic education, integrative curriculum, curriculum development.

Tom Keck, U-32 High School, RD#2, Montpelier, Vermont 05602, 229-0321. Design technology.

Charlotte Kenney, Colchester Middle School, Box 30, Colchester, Vermont 05446, 655-1772. Cooperative learning.

Sue Kuntz, Ph.D. St. Michael's College, Colchester, Vermont 05446, 655-2000. Multiple intelligences, integrated curriculum, instructional strategies.

Marion LaTorella, Bennington Elementary School, 128 Park Street, Bennington, Vermont 05201, 442-5256. Implementing a middle grades program in a K-6 school.

Al Lunna, Mt. Abraham Union High School, Airport Drive, Bristol, Vermont 05443, 453-2333. Design technology applications.

Shayne Lylis, Ph.D. Rutland South Supervisory Union, Box 87, North Clarendon, Vermont 05759, 775-3264. Writing portfolio assessment, writing as a process, writing to learn, curriculum development.

Ted Mable, Director of Planning, Vermont Agency of Human Services, 103 S. Main Street, Waterbury, Vermont 05676, 241-2227. Agency of Human Services collaboration/coordination.

Irina Markova, U-32 High School, RD#2, Montpelier, Vermont 05602, 229-0321. Interdisciplinary unit examples.

Judy Maynard, Folsom School, South Street, South Hero, Vermont 05486, 372-6600. Promoting parent support, interdisciplinary team organization, middle school organization.

Peg Meyer, Vermont Department of Education, 120 State Street, Montpelier, Vermont 05602, 828-2444. Parent involvement in schools.

Madelyn Nash, Swanton Central School, Church Street, Swanton, Vermont 05488, 868-4417. Student mediation and conflict resolution.

Kathy Nielson, Parent Educator, Wilson Street, Burlington, Vermont 05401, . Parent education, parent workshops on a variety of topics.

Peggy Peabody, Middlebury Junior High School, Charles Avenue, Middlebury, Vermont 05753, 388-3114. Shared governance (team leader group), teacher advisory, community service.

Cyntia Parsons, SerVermont, Chester, Vermont 05143, 875-2278. Community service learning.

Judith Pierce, University of Vermont, Human Development Department, Burlington, Vermont 05405, 656- . Health curriculum, Act 51, community health.

Keith Pillsbury, Essex Middle School, Foster Road, Essex Junction, Vermont 05452, 879-7173. Storytelling in the middle grades, interdisciplinary unit examples (Mount Mansfield, Medieval Times).

Ann Rainey, Harbor Road, Shelburne Middle School, Shelburne, Vermont 05482, 985-3331. The use of writing in the math curriculum, portfolio assessment in mathematics, the use of manipulatives in middle grades mathematics.

Sara Simpson, Vermont Department of Education, 120 State Street, Montpelier, Vermont 05602, 828-3111. Health, wellness, prevention, Act 51.

Carol Smith, Shelburne Middle School, Harbor Road, Shelburne, Vermont 05482, 985-3331. Interdisciplinary curriculum, interdisciplinary teaming, multi-age grouping.

Carol Spencer, Ph.D. Shelburne Middle School, Harbor Road, Shelburne, Vermont 05482, 985-3331. Teacher advisory, heterogeneous grouping, learning styles, instructional strategies, middle school concept.

Chris Stevenson, Ph.D. University of Vermont, 533 Waterman, Burlington, Vermont 05405, 656-3356. Middle school concept, interdisciplinary team organization, integrated curriculum, young adolescent development, flexible scheduling, assessment.

Peter Straub, Middlebury Junior High School, Charles Avenue, Middlebury, Vermont 05753, 388-3114. Helping parents to reflect on young adolescent development, interdisciplinary unit examples.

Karen Thomas, Ph.D., North East Regional Resource Center, Trinity College, 208 Colchester Avenue, Burlington, Vermont 05401, 658-7429. Parent involvement in schools.

Resources: Community Organizations

The Adventure Center at Pine Ridge is a popular setting for school groups interested in working on team building and problem solving skills. A range of activities, including field games and high element ropes courses, provide excellent opportunities for students to explore their personal limits as well as engage in cooperative learning, developing team building, group decision-making, and mediation skills. This is an excellent setting for class trips, teacher advisory group or athletic team events.

For more information: Tom Leahy, Director, Pine Ridge Adventure Center, 1075 Williston Road, Williston, Vermont 05495, 434-5294.

The Association of Vermont Recyclers is a statewide non-profit organization whose purpose is to educate Vermonters about recycling and waste reduction issues. AVR publishes *RE-ACT*, a newsletter of reducing, reusing, and recycling action for Vermont schools, for the specific purpose of bringing recycling information and practices into Vermont's schools and as a vehicle through which schools can share their recycling activities with one another. AVR also provides professional development activities and teacher training programs designed to meet the needs of Vermont's schools as they initiate and maintain recycling activities.

For more information: Karen Bercovici, Education Coordinator and Editor of *RE-ACT*, The Association of Vermont Recyclers, P.O. Box 1244, Montpelier, Vermont 05601, 229-1833.

Burlington Friends of Music sponsors a variety of programs statewide for students engaged in instrumental music activities. These include periodic auditions for the Vermont Youth Orchestra (VYO) for interested middle grades and high school students, and days where the VYO visits middle and high schools, providing opportunities for students to hear the orchestra and get hands-on experience experimenting with various orchestra instruments. VYO Days in the Schools is a program designed to give students exposure to orchestra instruments and to encourage students to either consider playing an instrument or continue playing, in situations where they may be at risk of quitting before experiencing the opportunity to play in a group like the VYO. Young orchestra members provide excellent role models for students just beginning their instrumental music careers. A summer music day camp is available for 6th through 9th graders playing band instruments and 4th through 9th grade students who play orchestra instruments. Also, a string training orchestra is available for string students interested in working up to the VYO.

For more information: Burlington Friends of Music, P.O. Box 905, Burlington, Vermont 05402. April Werner, Executive Director.

Gender Associates facilitates workshops in schools designed to address the issue of date or acquaintance rape, in conjunction with the University of Vermont's Wellness Promotion Program. Students engage in open dialogue about their attitudes and expectations for dating situations, raising their awareness as

to how certain behaviors may be interpreted or misinterpreted by members of the opposite sex. Pre-workshop orientation and post-workshop follow-up for faculty and staff help in seeing that material is effectively integrated into the school culture.

For more information: Walt Zeichner, Elizabeth Lawrence, or Tim Rogers, Gender Associates, 323 Pearl Street, Burlington, Vermont 05401, 863-5510.

Green Mountain Prevention, Inc., designs innovative drug abuse prevention programs for middle grades students which emphasize the development of leadership skills and improved self-esteem. Students participate in weekend camp-ins where a variety of activities encourage effective peer communication. These students then return to their schools and share their experiences with their classmates.

For more information: Catherine Suiter, Project Director, Green Mountain Prevention Projects, Inc., 109 S. Winooski Avenue, Burlington, Vermont 05401, 863-8451.

Health Unlimited is a non profit corporation associated with Mt. Ascutney andSpringfield Hospitals designed to promote healthy living in the community. They have gone into area schools with a variety of health and wellness promotion activities, including smoking avoidance seminars, "Snappy Snacks for Kids" or nutrition workshops, and eight week aerobics sessions during which they encourage teachers teaching aerobics.

For more information: Eileen Katchen, Director, Health Unlimited, Mt. Ascutney and Springfield Hospitals, Box 708, Windsor, Vermont 05089.

The Lamoille Regional Solid Waste Management District takes an active role in providing information to its area schools about recycling and waste management issues, helping coordinate recycling programs within the schools themselves and encouraging students and teachers to engage in recycling activities in their homes. NO TIME TO WASTE is a publication designed to inform area communities about specific recycling activities, and serves as a forum for the discussion of issues related to recycling and waste reduction. The newsletter serves the following communities: Belvidere, Cambridge, Craftsbury, Eden, Elmore, Hyde Park, Johnson, Morrisville, Stowe.

For more information: Colleen Murphy, District Recycling Coordinator, Lamoille Regional Solid Waste Management District, RR1, Box 2264, Morrisville, Vermont 05661, 888-7317.

The Lund Family Center is a parent/child center which addresses the needs of pregnant and parenting teens, often coordinating activities with schools to facilitate continuing academic involvement along with childbirth and parenting education. The Lund Center maintains a residential program as well as comprehensive day services to assist teenagers in meeting the challenges

associated with becoming parents at an early age.

For more information: Pam Greene, Community Development Director, The Lund Family Center, 76 Glen Road, Burlington, Vermont 05406-4009, 864-7467.

The Mayor's Youth Office in Burlington has initiated several programs for area youth: The Youth Service Network, 242 Main, King Street Area Youth Center, and the City Kids after school program. The office works in a youth advocacy role, attempting to respond in positive ways to youth issues, identifying young people according to their strengths and interests, creating opportunities for them to develop potential and become actively engaged in community activities. The Mayor's Youth Office encourages early adolescent involvement in service activities and welcomes school and parental input.

For more information: Sarah Owens, Director, The Mayor's Youth Office, City Hall, Room 33, Burlington, Vermont 05401, 658-9300.

Planned Parenthood provides several programs targeted at the early adolescent age group. Some of these include puberty education programs, where students participate in a variety of activities designed to engage them in thought and discussion about their changing bodies. Also available are programs about sexual abuse prevention, acquaintance rape, self-esteem and stereotypes, birth control and AIDS education. Programs and activities for teachers of early adolescents are also available.

For more information: Planned Parenthood of Northern New England, Education Training and Resource Center, 23 Mansfield Avenue, Burlington, Vermont 05401, 862-9638 or Debbie Berglin, Education Services, Planned Parenthood, 80 Fairfield Street, St. Albans, Vermont 05478, 527-1727.

SerVermont: Students in Community Service provides mini-grants to middle grades schools interested in developing service learning situations for students in which a significant link can be made between the service experience and classroom activities. For example, one class was able to share a brown bag lunch program with residents at a local nursing home and tie it into the health education curriculum. Another class placed blue-bird houses in a swamp area and tied it into an ecology unit. SerVermont is also providing professional development activities for teachers interested in introducing service learning activities into their curricula, and for whom training is a necessary component in successfully facilitating the process. A booklet, *Service Learning from A to Z,* is available for teachers and administrators interested in more information about service learning activities and how they might be developed within schools.

For more information: Cynthia Parsons, Coordinator, SerVermont: Students in Community Service, P.O. Box 516, Chester, Vermont 05143, 875-2278.

The Vermont-New Hampshire Red Cross offers first aid training courses and facilitates babysitting courses for young adolescents in the community. Students learn some basic child care skills as well as how to respond appropriately in an emergency situation.

For more information: David Cunningham, Chapter Services, Vermont-New Hampshire Red Cross, 32 North Prospect Street, Burlington, Vermont 05401.

The YMCA has students aged 12-14 participate in CIT or counselor-in-training programs for any of a number of programs offered at the Y's several settings. Before- and after-school programs, school vacation camps and Camp Greylock, and the Y's day camp in South Hero, are among the settings where students experience hands-on training and develop child care skills, working directly with children under the supervision of YMCA staff.

For more information: Sue Luck, Associate Executive Director for Programs, Burlington YMCA, 266 College Street, Burlington, Vermont 05401, 862-YMCA.

Middle Level Organizations

Accelerated Middle Schools Project, CERAS Building, School of Education, Stanford University, Stanford, CA 94305-3084, 415-725-1669 (Wendy S. Hopfenberg)

Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314-1403, 703-549-9110.

Center for Early Adolescence, University of North Carolina/Chapel Hill, Suite 211, Carr Mill Mall, Carrboro, NC 27510, 919-966-1148.

Center for Research on Effective Schooling for Disadvantaged Youth Center for Research on Elementary and Middle Schools, The Johns Hopkins University, 3505 N. Charles St., Baltimore, MD 21218, 301-338-7570.

Center of Education for the Young Adolescent, University of Wisconsin/ Platteville, 1 University Plaza, Platteville, WI 53818, 608-342-1276.

Center on Organization and Restructuring of Schools, Fred M. Newmann, Director, University of Wisconsin/Madison, 1025 W. Johnson St., Madison, WI 53706, 608-263-7575.

Community Service Learning Center, 258 Washington Blvd., Springfield, MA 01108, (413) 734-6857. Carol Kinsley, Executive Director.

Early Adolescent Helper Program, National Center for Service Learning in Early Adolescence, The Graduate School and University Center, City University of New York, 25 West 43rd Street, New York, NY 10036, 212-642-2947. Joan Schine, Director.

The Edna McConnell Clark Foundation, 250 Park Ave., New York, N.Y. 10177, 212-986-7050.

Education Writers Association, 1001 Connecticut Ave., N.W., Washington, DC 20036, 202-429-9680.

Family Math, Lawrence Hall of Science, University of California, Berkeley, California 94720, 415-642-1823. Virginia Thompson and Mary Jo Cittadino, Directors.

The Great Books Foundation, Junior Great Books Program, 40 East Huron Street, Chicago, IL 60611-2782, 312-332-5870. Steve Craig, Editor.

Higher Order Thinking Skills (HOTS) Project, Educational Foundations and Administration, College of Education, University of Arizona, Tuscon, AZ 85721, 602-621-1305. Dr. Stanley Pogrow, Director.

Maryland Student Service Alliance, 200 West Baltimore Street, Baltimore, MD 21201, (301) 333-2427. Kathleen Townsend and Margaret O'Neill, Directors.

Massachusetts Advocacy Center, Suite 302, 95 Berkeley St., Boston, MA 02116, 617-357-8431.

Middle Grades Critical Thinking Project, Council of Chief State School Officers, 379 Hall of States, 400 N. Capitol Street NW, Washington, DC 20001-1511, 202-393-8159. Ms Leslie Talbott, Project Director.

Middle Grades Support Services, CA Department of Education, 721 Capitol Mall, Sacramento, CA 94244-2720. Dr. Thaddeus Dumas, Administrator.

Middle School Parent Participation Project, Urban League of Rochester, 177 North Clinton Avenue, Rochester, NY 14604. Ms. Anna Byrd, VP for Program Operations.

National Council of Middle Level Education, National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091, 703-860-0200.

National Geographic Society "Kids Network", National Geographic Society, 17th and M Streets N.W., Washington, D.C. 20036.

National Middle School Association, 4807 Evanswood Dr., Columbus, OH 43229-6292, 614-848-8211.

National Middle School Resource Center, SCIPS Building, 901 N. Carrollton Ave., Indianapolis, IN 46202.

National Resource Center for Middle Grades Education, College of Education, University of South Florida, EDU 115, Tampa, FL 33620, 813-974-2530.

National Youth Leadership Council, 1910 West Country Road B, Roseville, Minnesota 55113, (612) 631-3672. James Kielsmeier, President.

New England League of Middle Schools, P.O. Box 514, Rowley, Massachusetts 01969, (508) 948-7391. James Garvin, Executive Director.

Project Service Leadership, 2810 Comanche Drive, Mt. Vernon, Washington 98273, (206) 428-7614. Kate McPherson, Director.

SerVermont, P.O. Box 516, Chester, Vermont 05143, (802) 875-2278. Cynthia Parsons, Coordinator

Teacher Education Resources, 2001 NW 58th Terrace, Gainesville, FL 32605, 904-378-7267.

Transescence, Dissemination Services on the Middle Grades, Box 863, Springfield, MA 01101.

Vermont Association for Middle Level Education, Box 664, Middlebury, Vermont 05753.

Wiles, Bondi and Associates, Educational Consultants, Essential Middle School Resources, PO Box 16545, Tampa, FL 33687, 813-685-0381.

Resources: Audio Tapes

Arth, A., Johnston, H., Lounsbury, J. and Toepfer, C. (1990). *Agenda for Excellence at the Middle Level: Implications for Schools*. Reston, VA: National Association of Secondary School Principals. ($7.50)

Arth, A., Johnston, H., Lounsbury, J. and Toepfer, C. (1990). *An Agenda for Excellence: Implementation in Middle Level Schools*. Reston, VA: National Association of Secondary School Principals. ($7.50)

Arth, A. and Toepfer, C. (1990). *Curriculum Issues at the Middle Level*. Reston, VA: National Association of Secondary School Principals. ($15.00/two tapes)

Buotte, W.A. (1990). *Self-Esteem and the Early Adolescent*. Reston, VA: National Association of Secondary School Principals. ($7.50)

Cawelti, G. (1989). *The Results of ASCD's Middle School Trends Study*. Alexandria, VA: Association for Supervision and Curriculum Development. ($9.00)

Cawelti, G., Kriva, T., Floyd, C., Niehaus, G. and Sapp, D. (1989). *Strategic Planning for Middle Schools*. Alexandria, VA: Association for Supervision and Curriculum Development. ($9.00)

Clark, D. and Lounsbury, J.J. (1990). *Inside Grade Eight*. Reston, VA: National Association of Secondary School Principals. ($7.50)

Doda, N. *Inviting Success in the Middle School*. Rowley, MA: New England League of Middle Schools. ($7.00)

Garvin, J. *Self Concept - The Central Ingredient to Effective Middle Level Schools*. Rowley, MA: New England League of Middle Schools. ($7.00)

Garvin, J. *Making the Transition to the Middle School*. Rowley, MA: New England League of Middle Schools. ($7.00)

Garvin, J. *Building Effective Common Planning Time*. Rowley, MA: New England League of Middle Schools. ($7.00)

Garvin, J. *Understanding the Unique Needs of Early Adolescents*. Rowley, MA: New England League of Middle Schools. ($7.00)

George, P. (1989). *The Middle School of the Future: What Research Says to Practitioners.* Alexandria, VA: Association for Supervision and Curriculum Development. ($9.00)

Harrison, R.W., Lober, I.M. and Lober, R.W. (1990). *Motivating Students-If You Can Dream It, You Can Do It.* Reston, VA: National Association of Secondary School Principals. ($7.50)

Hornbeck, D.W. (1990). *Better Middle Level Schools-What We Can Learn From the Carnegie Task Force on Education and Adolescence.* Reston, VA: National Association of Secondary School Principals. ($7.50)

Hornbeck, D.W. (1989). *The Middle School Years: Prime Time of Risk and Opportunity.* Alexandria, VA: Association for Supervision and Curriculum Development. ($9.00)

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Johnston, H. (1990). *Developing Core Values for Your Middle Level School.* Reston, VA: National Association of Secondary School Principals. ($7.50)

Johnston, H. (1990). *Effective School Climate and the Middle Level Principal.* Reston, VA: National Association of Secondary School Principals. ($7.50)

Johnston, J. H. *Changing the Culture of the School.* Rowley, MA: New England League of Middle Schools. ($7.00)

Johnston, J.H. *The New American Family.* New England League of Middle Schools. ($7.00)

Kelley, E. (1990). *Creating a Culture and Climate of Excellence for Middle Level Schools.* Reston, VA: National Association of Secondary School Principals. ($7.50)

Lounsbury, J.H.(1990). *Developing a Mission Statement for the Middle Level School.* Reston, VA: National Association of Secondary School Principals. ($7.50)

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Scribner, T. (1990). *Implementing Adviser/Advisee at the Middle Level.* Reston, VA: National Association of Secondary School Principals. ($7.50)

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Sweeney, J. (1990). *What Principals Can Do To Help Teachers Improve School Climate.* Reston, VA: National Association of Secondary School Principals. ($7.50)

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White, G.P. (1990). *Restructuring Schools in the Middle-The Transition Process.* Reston, VA: National Association of Secondary School Principals. ($7.50)

Wlodkowski, R. (1982). *Student Motivation.* Alexandria, VA: Association for Supervision and Curriculum Development. ($9.00)

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Adolescent Counselor: Education About Addictions, A & D Publications Corporation, 8345 154th Ave., Redmond, Washington 98052, 206-867-5024. Bimonthly/$26.

American Middle School Education, National Middle School Institute, Box 16149, Columbus, Ohio 43216. Quarterly/$25.

Child and Youth Services, Haworth Press, 12 W. 32nd Street, New York, N.Y. 10001. Quarterly/$65.00.

Child and Youth Care Quarterly, Human Sciences Press, 72 Fifth Ave., New York, N.Y. 10011. Quarterly/$87.00.

Foxfire, Foxfire Fund, PO Box B, Raburn Gap, Georgia. Quarterly/$9.00.

Journal of Early Adolescence, Sage Publications, Inc., 2455 Teller Road, Newberry Park, California 91320, 805-499-0721. Quarterly/$65.00 Institutional Rate, $30.00 for Individuals.

Middle Link, Center of Education for the Young Adolescent, University of Wisconsin-Platteville, 1 University Plaza, Platteville, Wisconsin 53818-3099. Quarterly/$10.00.

Middle Matters, Vermont Department of Education, Montpelier, Vermont. Free to those on mailing list.

Middle School Journal, National Middle School Association, 4807 Evanswood Dr., Columbus, Ohio 43229-6292, 614-848-8211. 5 issues per year/$20 or as part of NMSA membership.

NASSP Bulletin, National Association of Secondary School Principals, PO Box 3250, Reston, Virginia 22090-1250. Monthly, September-May.

Schools in the Middle, newsletter, National Association of Secondary School Principals, PO Box 3250, Reston, Virginia 22090-1250. Bimonthly.$1.75 each.

Teaching K-8, Early Years, Inc., 325 Post Road W., Westport, Connecticut 06880. Eight issues per year.

VAMLE Journal (annual) and ***VAMLEGram*** (twice yearly), Vermont Association for Middle Level Education, PO Box 664, Middlebury, Vermont 05753. $15.00 with membership.

Youth Policy: The Monthly Report on National Youth Programs and Issues, Youth Policy Institute, 1221 Massachusetts Ave. N.W., Washington, D.C. 20005. Monthly/$75.00.

Resources: Books and Monographs

Alexander, William . (1969). *The Emergent Middle School*. 2nd ed. N.Y.: Holt, Rinehart and Winston, Inc.

Alexander, W.M. and McEwin, C.K. (1990). *Schools in the Middle: Status and Progress*. Columbus, OH: National Middle School Association. ($8.00)

Alexander, W. and George, P. (1981).*The Exemplary Middle School*. N.Y.: Holt, Rinehart and Winston. ($27.95)

Allen, Michael. ( ). *Middle Level Social Studies: Teaching for Transition to Active and Responsible Citizenship*. Rowley, MA: New England League of Middle Schools. ($10.00)

Arnold, J. (1990). *Visions of Teaching and Learning: 80 Exemplary Middle Level Projects*. Columbus, OH: National Middle School Association. ($12.00)

Atwell, N. (1987). *In the Middle: Writing, Reading, and Language with Adolescents*. Portsmouth, N.H.: Boynton Cook/Heinemann.

Aronstein, L. & Desilets, B. ( ). *Venture: A Middle School Program for High Risk Students*. Rowley, MA: New England League of Middle Schools. ($7.00)

Baenen, J. (1991). *HELP: How to Enjoy Living With A Preadolescent -- Get Ready For Changes*. Columbus, OH: National Middle School Association.

Barth, R.S. (1990). *Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference*. San Francisco, CA: Jossey-Bass Publishers. ($20.95)

Beane, J.A. (1990). *A Middle School Curriculum: From Rhetoric to Reality*. Columbus, OH: National Middle School Association. ($8.00)

Beane, J. and Lipka, R. (1984). *Self Concept, Self Esteem and the Curriculum*. Boston, MA: Allyn and Bacon. ($16.95)

Bergmann, S. and Rudman, G. (1985). *Decision-Making Skills for Middle School Students*. Washington, D.C.: National Education Association. ($7.95)

Beyth-Marom, R., Fischhoff, B., Jacobs, M. and Furby, L. (1989). *Teaching Decision-Making to Adolescents: A Critical Review*. Washington, D.C.: Carnegie Council on Adolescent Development.

Biernat, N.A. and Klesse, E. (1989). *The Third Curriculum: Student Activities*. Reston, VA: National Association of Secondary School Principals.

Butler, D., Davies, M.A., and Dickinson, T. S. (1991). *On Site: Preparing Middle Level Teachers Through Field Experiences.* Columbus, OH: National Middle School Association. ($8.00)

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Capeluti, J. & Eberson, J. ( ). *Change in Education: Strategies for Improving Middle Level Schools.* Rowley, MA: New England League of Middle Schools. ($7.00)

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Center for Early Adolescence. (1989). *Early Adolescent Sexuality: Resources for Professionals, Parents, and Young Adolescents.* Carrboro, NC: Author. ($7.00)

Center for Human Resources. (1990). *Future Options Education: "Not Another Handbook" Handbook on How to Help Young People in the Middle Grades Aspire and Achieve.* Waltham, Massachusetts: Brandeis University and the Edna McConnell Clark Foundation.

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Cole, C. (1988). *Guidance in the Middle Level Schools: Everyone's Responsibility.* Columbus, OH: National Middle School Association. ($5.00)

Compton, M. and Hawn, C. *Exploratory Activities in the Middle School: A Total Environment.* Columbus, OH: National Middle School Association.

Connors, N. (1991). *Homework: A New Direction.* Columbus, OH: National Middle School Association. ($12.00)

Costa, A.L. (1985). *Developing Minds: A Resource Book for Teaching Thinking.* Alexandria, VA: Association for Supervision and Curriculum Development. ($19.95)

Davidson, J. and Koppenhaver, D. (1988). *Adolescent Literacy: What Works and Why*. N.Y.: Garland Publishing. ($42.00)

DeVillar, R.A. (1991). *Computers and Cultural Diversity: Restructuring for School Success*. Albany, N.Y.: State University of New York Press.

Dorman, G. (1987). *Improving Middle-Grade Schools: A Framework for Action*. Carrboro, N.C.: Center for Early Adolescence, University of North Carolina. ($7.00)

Dorman, G. (1982). *Pamphlets for Parents on Middle-Grades Schooling*. Carrboro, NC: Center for Early Adolescence. ($2.00, set of 3)

Dorman, G., Geldof, D., and Scarborough, B. (1985). *Living With 10- to 15-Year-Olds: A Parent Education Curriculum*. Carrbor, NC: Center for Early Adolescence. ($65.00)

Dorman, G. and Wheelock, A. (1988). *Before It's Too Late: Dropout Prevention in the Middle Grades*. Boston, MA: Massachusetts Advocacy Center. ($12.00)

Dunn, S. and Larson, R. (1990). *Design Technology: Children's Engineering*. Bristol, PA: Falmer Press.

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Fusco, E. and Associates. (1987). *Cognitive Matched Instruction in Action*. Columbus, OH: National Middle School Association. ($5.00)

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Goodlad, S. and Hirst, B. (1989). *Peer Tutoring: A Guide to Learning by Teaching*. N.Y.: Nichols.

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Jacobs, H.H. (1989). *Interdisciplinary Curriculum: Design and Implementation.* Alexandria, VA: Association for Supervision and Curriculum Development. ($13.95)

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Johnson, D.W., Johnson, R.T. and Johnson Holubec, E. (1990). *Circles of Learning:Cooperation in the Classroom.* Edina, MN: Interaction Book Company. ($8.50)

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Spencer, C. (1990). *One TA to Grow, Please! A Workbook of Teacher Advisory Ideas and Activities*. Middlebury, VT: Vermont Association for Middle Level Education.

Stevenson, C. *Teachers as Inquirers: Strategies for Learning With and About Early Adolescents*. Columbus, OH: National Middle School Association. ($7.00)

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White, M.A. (1987). *What Curriculum for the Information Age?* Hillsdale, N.J.: Laurence Erlbaum Associates.

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York, J. (1989). *Strategies for Achieving an Integrated Evaluation for Middle School Aged Learners with Severe Disabilities*. Minneapolis, MN: University of Minnesota Press.

Resources: Video Tapes

Allen, D. (1988). *Parent Partnerships*. Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

Association for Supervision and Curriculum Development. Cooperative Learning Series. This is a five part series including *Learning to Work Together, Planning and Implementing Cooperative Lessons, Teaching Social Skills, Three Frameworks-STAD, TGT, Jigsaw II,* and *A Sample Lesson*. The set comes with a comprehensive Facilitator's Manual, and tapes can be procured individually. Alexandria, VA: ASCD. ($1180.00 for the complete set/$980.00 for ASCD members)

Baenen, J. (1988). *Can You Be Sued for Middle Level Malpractice?* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

Baenen, J. (1990). *The Classroom Teacher of the 1990's*. Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

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Beane, J. (1990). *So, What Is A Middle School?* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

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Bergmann, S. (1985). *Teaching the Tough Topics: Sex, Drugs, Alcohol.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

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Brodhagen, B. (1990). *Peer Coaching: Peer Supervision.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

Brough, J. (1990). *Building Commitment for Middle Level Education.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

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Brough, J. (1989). *Teaching in the Middle: Curricular Considerations.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

Cole, C. (1990). *Teacher Advisory: The Second Year and Beyond.* Plattevile, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

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Connors, N. (1990). *The Many "Hats" That the Effective Middle Level Teachers Wear.* New England League of Middle Schools. ($30.00)

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Connors, N. (1990). *Positive Teachers Produce Positive Students.* New-England League of Middle Schools. ($30.00)

Doda, N. (1988). *The Magic of Middle School.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

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Doda, N. (1989). *Secrets of Successful Teaming.* New England League of Middle Schools. ($25.00)

Dorman, G. (1985). *Middle Grades Assessment Program.* (This is a complete training package including a Leader's Manual, User's Manual and Videotape. It is a comprehensive school-wide self-assessment and planning tool and guide.) Carrboro, N.C.: Center for Early Adolescence, University of North Carolina. ($112.50)

Dorman, G. (1985). *Planning Programs that Work for Young Adolescents.* (This is a comprehensive planning, assessment and staff development curriculum including *Planning Programs for Young Adolescents, Programs for Young Adolescents, Understanding Early Adolescence: A Framework,* and the videotape *Planning Programs for Young Adolescents: What Works and Why.*) Carrboro, N.C.: Center for Early Adolescence, University of North Carolina. ($180.00)

Edwards, B. (1986). *The Development and Survival Techniques of an Exploratory Program.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin- Platteville. ($30.00)

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Garvin, J. ( ). *Developing Successful Common Planning Time.* New England League of Middle Schools. ($25.00)

Garvin, J. ( ). *If the Middle School is the Answer -- What Then Is The Question?* New England League of Middle Schools. ($25.00)

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Garvin, J. ( ). *Learning How to Kiss A Frog.* New England League of Middle Schools. ($30.00)

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Garvin, J. ( ). *Responding to Parent Questions.* New England League of Middle Schools. ($20.00)

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George, P. (1989). *Monopoly and the Middle School: Playing Games With Students' Lives.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin- Platteville. ($30.00)

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Haskins, A. (1990). *Transition: Junior High To Middle School.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

Hoff, J.W. *Encounters in Excellence: A New Approach to Educating Middle School Adolescents.* Reston, VA: NASSP. ($29.00)

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Little, T. (1987). *Adolescent Suicide Prevention Strategies.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

Melton, G. (1990). *I Dare You!* New England League of Middle Schools. ($30.00)

Merenbloom, E. (1988). *The Middle Level Teaming Process.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

Merenbloom, E. (1990). *The Change Process: The Key to Implementing Effective Middle Schools.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

Muns, K. (1987). *A Middle Level Wellness Program.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

NASSP Council on Middle Level Education. *Why a School in the Middle?* (Filmed at middle schools in Maryland and Georgia, this is a good piece for parent or community group meetings and for preservice and inservice meetings of administrators and teachers.) Reston, VA: NASSP. ($75.00)

National Middle School Association. *Early Adolescence: A Time of Change-Implications for Schools.* (Reviews physical, social, emotional and intellectual characteristics of middle grades students and offers ideas for educators seeking improvement of middle grades education.) Columbus, OH: NMSA. ($80.00)

National Middle School Association. *Early Adolescence: A Time of Change-Implications for Parents.* (Looks at the impact of early adolescence on the family dynamic. Developed at the University of Wisconsin-Eau-Claire.) Columbus, OH: NMSA. ($75.00)

Orange County Public Schools. ( ). *The Advisor-Advisee Program.* Tampa, FL: The National Resource Center for Middle Grades Education. ($15.00)

Orange County Public Schools. ( ). *Interdisciplinary Team Teacning: Cornerstone of the Middle School.* Tampa, FL: The National Resource Center for Middle Grades Education. ($15.00)

Orange County Public Schools. ( ). *Middle Schoolers: Lives in Transescence.* Tampa, FL: The National Resource Center for Middle Grades Education. ($15.00)

Rottier, J., Stone, M. and Klinka, D. (1988). *Early Adolescence: A Time of Change.* Reston, VA: NASSP. ($30.00)

Spencer, C. ( ). *Heterogeneous Grouping: Why and How?* New England League of Middle Schools. ($30.00)

Teacher Education Resources. *The Case for the Middle School.* (This is a two part resource including *Part One: The Rationale for the Middle School, Part Two: The Research.* Gainsville, FL: Teacher Education Resources. ($149.95)

Teacher Education Resources, *The Modern Middle School.* (A four part video series including *The Middle School Story, The Middle School: In Depth, Organizing and Operating the Middle School, Theory Into Practice: A Tour of Lincoln Middle School.* Four videos (VHS), scripts and references. Gainsville, FL: Teacher Education Resources. ($239.95)

Teacher Education Resources. *The Teacher Advisory Program.* (Photographed on site at Spring Hill Middle School, High Springs, FL). Gainsville, FL: Teacher Education Resources. ($164.95)

Thomason, J. (1987). *Looking Up, Looking Back -- Middle Level Educators As Decision Makers.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

Thomason, J. (1989). *Middle Schools: Looking Forward, Looking Back.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

Thomason, J. (1987). *You Can Lead the Kids to Class, But You Have To Make Them Think.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

Thompson, M. *Strategies for Teaching At-Risk Students: What Works.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

Vars, G. (1990). *Developmentally Appropriate Marking and Grading.* Platteville, WI: Center of Education for the Young Adolescent, University of Wisconsin-Platteville. ($30.00)

Zuckerman, H. *Adolescence is a Required Course.* Reston, VA: NASSP ($29.00)

Resource Recommendations Form

Are there resources you have used which are missing from this guide? We'd like to know about them! Please complete the form below and mail to:

Judy Carr, Project Director
Vermont Department of Education
120 State Street
Montpelier, Vermont 05620

1. Innovative Programs/Practices

Name/Title: _____

School: _____

Address: _____

Description: _____

_____

_____

_____

Contact Person: _____ Phone: _____

2. Vermont Consultants/Course and Workshop Providers

Name: _____

Address: _____

Phone: _____

Area(s) of Expertise: _____

3. Community Organizations

Name: _____

Address: _____

Phone: _____

Description: _____

_____

_____

4. Books/Journals/Audio Tapes/Video Tapes